

# Saint Paul School of Theology Community Handbook

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# **GENERAL INSTITUTIONAL INFORMATION**

## **Our Mission**

Rooted in the Wesleyan tradition and committed to inspiring passion for ministry in diverse Christian bodies, Saint Paul School of Theology educates leaders to make disciples for Jesus Christ, renew the church, and transform the world.

## **Our Values**

- **Heritage**

We believe that our mission is in faithful response to the call of Christ Jesus to preach the Good News, to care for those who are in need of healing, and to set at liberty those who are oppressed. This learning community is founded on the revelation of God disclosed in the witness of Scripture, and the life of the church, rooted in the Wesleyan and United Methodist traditions, and lives and works in the context of the ecumenical church and with people of other religious traditions.

- **Education**

We believe that holistic formation for ministry and mission happens in the context of a worshipping Christian community which models the interconnectedness of all life by its anticipatory decision-making processes and corporate life. As an educational community we are committed to pluralistic, functional teaching and learning across geographic divides, emphasizing interdisciplinary studies and a diversity of perspectives toward a goal of preparing leaders with theological integrity. We believe that this theological education must include rigorous scholarship, lifelong learning, integrated reflection/practice, and a global outlook.

- **Focus of Ministry**

We are committed to providing theologically informed and competent leadership for the local church and for the church at large through the preparation of both clergy and laity, and through the corporate witness and service of the seminary. This ministry should be characterized by prophetic vision, caring presence, and inclusive evangelism.

- **Theological Foundation**

Saint Paul is a theological community rooted in the Wesleyan heritage. Our foundations for education are the affirmations of the Holy Scriptures passed from generation to generation in the church, appropriated through the experience of the faithful, and ordered by reason.

God is the Creator, the source of all that is, and the Sovereign of both nature and history. Although we have corrupted the creation, “God so loved the world” that—continuing to care for it—God acts through all things that we might have life. It is incumbent upon the people of God to be responsive—to see what is happening in the world, and to be open to what God is doing and saying there.

God, in Jesus Christ, is the Redeemer. It was through an act of incarnation, “taking the form of a servant,” that God entered the world in human form, identifying with us and our history. It was an act of redemption “while we were yet sinners.” Through a servant-ministry of forgiving, accepting, suffering love, God chose to bring us and society into the fullness of the destiny for which we were created.

The church is the people of God, born of God's Spirit. "Once you were no people, but now you are God's people" (I Peter, 2:10; KJV). To be the church is to be in mission to and for the world. God, "who through Christ reconciled us ...gave us the ministry of reconciliation." Faithful ministry for all of God's people involves entering the world in its sin and hurt as agents of suffering love, so that through the redemptive power of such love the world may be saved and human life fulfilled. Ordained leaders are those among the people of God, called by God, and authorized by the church to equip the people of God for their ministry.

## **History and Accreditation**

Saint Paul School of Theology was one of two schools authorized by the 1956 General Conference of The Methodist Church. Kansas City was selected as the location, due to the shortage of Methodist pastors in this part of the country. Consequently, the central concern of Saint Paul School of Theology since it was chartered in 1958 has been the academic preparation for the practice of ministry. Since the fall of 2008 Saint Paul School of Theology has operated campuses in Kansas City and Oklahoma City.

Saint Paul School of Theology is accredited by the Association of Theological Schools in the United States and Canada and the North Central Association of Colleges and Schools.

*The Commission on Accrediting of the Association of Theological Schools in the United States and Canada*  
10 Summit Park Drive Pittsburgh, PA 15275, USA  
(412) 788-6505 (412) 788-6510 (fax) [www.ats.edu](http://www.ats.edu)

Accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, the following degree programs are approved: MDiv, MA in Christian Ministry, MA (Theological Studies), DMin. The following extension sites are approved as specified: Oklahoma City, OK.

*The Higher Learning Commission of the North Central Association of Colleges and Schools*  
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504  
(800) 621-6440  
[www.ncahlc.org](http://www.ncahlc.org)

Saint Paul School of Theology is also approved by the University Senate of The United Methodist Church. Saint Paul is chartered by the State of Missouri and is a member of the Association of Theological Schools in the Kansas City area, a cooperative venture in theological education that includes Central Baptist Theological Seminary, Midwestern Baptist Theological Seminary, and Nazarene Theological Seminary.

In accordance with the requirements of the above accrediting bodies and our mission rooted in the Wesleyan tradition, Saint Paul School of Theology educates leaders to make disciples for Jesus Christ, renew the church and transform the world by:

- providing excellence in degree and non-degree programs of study
- providing effective ministry formation by integrating academic course work and ministry through comprehensive contextual education
- providing a healthy, hospitable, and supportive Christ-centered learning community
- providing rigorous academic programs that are ecumenically, theologically, and culturally diverse
- modeling collaboration with congregations, judicatories, community organizations, and others to maximize the use of shared resources

**Faculty**



Stan Basler  
Visiting Professor of  
Restorative Justice and  
Prison Ministries  
Saint Paul at Oklahoma City  
University



James M. Brandt  
Professor of  
Historical Theology  
and Director of  
Contextual Education



Mike Graves  
William K. McElvaney  
Professor of Preaching



Jeanne Hoeft  
Associate Professor of  
Pastoral Theology and  
Pastoral Care and Dean  
of Students



Nancy R. Howell  
Professor of Theology and  
Philosophy of Religion



Israel Kamudzandu  
Associate Professor of  
New Testament Studies  
Lindsey P. Pherigo Chair



Henry H. Knight III  
Donald and Pearl Wright  
Professor of Wesleyan  
Studies



Kristen E. Kvam  
Associate Professor of  
Theology



Amy Oden  
Professor of Early Church  
History and Spirituality  
Saint Paul at Oklahoma City  
University



Elaine A. Robinson  
Interim Vice President  
of Academic Affairs  
and Dean and Professor  
of Methodist Studies  
and Christian Theology



Angela D. Sims  
Associate Professor of  
Ethics and Black  
Church Studies



H. Sharon Howell  
President

**Faculty Emeritus**

Dr. Young Ho Chun  
Fr. W. Paul Jones  
Dr. L. Shannon Jung  
Dr. Eugene L. Lowry  
Dr. Sondra H. Matthaei '69

Dr. William K. McElvaney  
Dr. Tex S. Sample  
Dr. Laurence A. Wagley  
Dr. Lovett H. Weems, Jr.

## **Authority and Governance**

*(Affirmed by the Board of Trustees, October, 2007)*

In accepting admission to Saint Paul School of Theology, a student thereby agrees to be governed by and abide by the standards, regulations, and procedures of the seminary as identified in the Saint Paul School of Theology Community Handbook and Catalog (including the Structure of Governance), and other officially distributed documents. Saint Paul School of Theology students at the Oklahoma City University campus are also subject to aspects of the Oklahoma City University Policies and Procedures (detailed below).

Saint Paul School of Theology is a seminary of the United Methodist Church. It is governed by a Board of Trustees, composed of representatives of various constituencies related to the seminary. The Board of Trustees holds the President of the seminary responsible for the seminary's operation and governance. The Faculty Council has final authority in all matters having to do with academic work and the professional development of students. It also makes the decisions about a student's qualification for graduation.

Two standing committees of the Faculty Council, the Master's Degree Committee for MACM, MA(TS), and MDiv students, and the Doctor of Ministry Degree Committee for DMin students, are made up of faculty, staff, and students. These committees are vested with the responsibility for administering and implementing the academic and professional development policies of the seminary, monitoring the progress of students in the various degree programs, and making decisions as required in connection with its responsibility. Students who prefer to have only the faculty members on a committee make decisions concerning them may register that preference in the VPAAD's office. Decisions may be appealed to the Faculty Council, whose decision is final.

## Structure of Governance

- Institutional Committees/Councils

Institutional committees report to the President.

At least one faculty member will be assigned to each committee.

Committee/ Council	Goals/Purpose	Tasks	Membership
<b>Staff Representative Team (START)</b>	<ul style="list-style-type: none"> <li>• To act as the representative team for all staff employees in relation with other constituencies</li> <li>• To designate staff members for committees</li> <li>• To report to others, including colleagues in their individual areas</li> </ul>	<ul style="list-style-type: none"> <li>• Act as a link in the process for resolving staff concerns</li> <li>• At the invitation of the faculty, designate appropriate staff to participate in the interviewing of prospective faculty</li> <li>• Oversee and guide selection of staff member to serve on Board of Trustees</li> <li>• Recruit/designate/recommend staff to serve on campus committees</li> </ul>	<ul style="list-style-type: none"> <li>-4 staff members elected by the staff</li> <li>-1 administrative liaison</li> </ul>
<b>Student Council, GKC</b>  <b>Student Council, OKC</b>	<ul style="list-style-type: none"> <li>• To be the governing organization of the student body</li> <li>• To officially represent all student interests on the respective campus, before the administration, trustees, and committees</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct ongoing communication with peers regarding community and world issues</li> <li>• Designate student members to institutional Boards and committees as requested by the VPAAD</li> <li>• Approve the annual budget for student groups and other student activities</li> <li>• Coordinate and develop student activities</li> </ul>	<ul style="list-style-type: none"> <li>-Elected President, Treasurer, and Secretary</li> <li>-An elected body of student representatives (depending on number of the student population)</li> <li>-A representative from each student group, as approved by the Council</li> <li>-Dean of Students (ex-officio)</li> <li>-Associate Dean (OKC) (ex-officio)</li> </ul>

Committee/ Council	Goals/Purpose	Tasks	Membership
<b>Intercultural Concerns Committee</b>	<ul style="list-style-type: none"> <li>• To ensure equity and the valuing of diversity in the seminary's programs and policies</li> <li>• To guide, revise, and assess ongoing implementation of the Saint Paul 2040 Strategic Plan in cooperation with the President</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, review, update, and monitor seminary policies related to equity and diversity, such as justice, non-discrimination, harassment, inclusive language, and accessibility issues</li> <li>• Develop systemic and comprehensive intercultural competence and diversity throughout the various bodies and groups that comprise SPST, including but not limited to: students, staff, faculty, administrators, trustees, alumni, Course of Study students, donors, adjunct faculty and judicatories</li> <li>• Implement the 2040 Strategic Plan, including ongoing assessment and revision of the measurable outcomes</li> </ul>	<ul style="list-style-type: none"> <li>-Chairperson designated by the President</li> <li>-President</li> <li>-VP for Academic Affairs and Dean (GKC) or Academic Dean (OKC)</li> <li>-Director of Contextual Education</li> <li>-Director of Human Resources</li> <li>-1 faculty</li> <li>-1 staff</li> <li>-1 student</li> </ul>
<b>Faculty Council</b>	<ul style="list-style-type: none"> <li>• To carry out the role entrusted to it by the Board of Trustees: consultation and decision-making regarding the education and formation of students, development of the faculty, and enhancement of Saint Paul Community Life</li> <li>• To engage scholarly work of colleagues</li> <li>• To be faithful stewards of the mission of Saint Paul</li> </ul>	<ul style="list-style-type: none"> <li>• To establish/confirm policy and procedures regarding admission, education, guidance, and graduation of students</li> <li>• To interview and recommend to the President the hiring of prospective faculty</li> <li>• Other tasks as described in the <i>Faculty Handbook</i></li> <li>• To provide consultation with the President on overall goals of the seminary</li> </ul>	<ul style="list-style-type: none"> <li>-VP for Academic Affairs and Dean (GKC), Chair</li> <li>-Academic Dean (OKC)</li> <li>- President</li> <li>-All full-time faculty</li> </ul>

• Faculty Council Committees

Faculty Council committees are chaired by faculty and responsible to the Faculty Council. The VPAAD will work with committee chairs.

Committee	Goals/Purpose	Tasks	Membership
<b>Faculty Personnel and Steering Committee</b>  (occasionally constituted as two committees)	<ul style="list-style-type: none"> <li>To advise the President and the VPAAD on faculty personnel needs, policies, and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Consider and make recommendations to the President and the VPAAD, in consultation with the faculty, regarding hiring, appointments, promotions, renewals, tenure, and leaves</li> </ul>	<ul style="list-style-type: none"> <li>VP for Academic Affairs and Dean (GKC), Chair</li> <li>President</li> <li>Academic Dean (OKC)</li> <li>the faculty representative to the Board of Trustees</li> <li>2 faculty-elected by faculty</li> </ul>
	<ul style="list-style-type: none"> <li>To act as liaison to the VPAAD and the administration</li> </ul>	<ul style="list-style-type: none"> <li>Acts as a clearinghouse in regard to faculty committee proposals; proposes academic policy not covered elsewhere; may initiate faculty visioning concerning future directions; and serves as a liaison with the VPAAD (KC) and Academic Dean (OKC).</li> </ul>	
<b>Master's Degree Committee</b>	<ul style="list-style-type: none"> <li>To perform, on behalf of the faculty, the tasks entrusted to the faculty by Board of overseeing MACM, MA(TS), and MDiv students' academic and professional development from admission to graduation</li> <li>To design, maintain, and change all instructional programs based on Assessment findings</li> </ul>	<ul style="list-style-type: none"> <li>Formulate and implement policies and procedures pertaining to issues such as admission, registration and degree requirements, academic and professional progress (including probation), and evaluation</li> <li>Develop and recommend to the faculty the structure of degree programs, including Contextual Education and new degree or instructional programs, and recommend changes as needed</li> <li>Review and approve new course proposals for Master's-level courses</li> <li>Monitor course syllabi for inclusive treatment on such issues as age, class, race, gender and global content</li> </ul>	<ul style="list-style-type: none"> <li>VP for Academic Affairs and Dean (GKC) (ex-officio)</li> <li>Academic Dean (OKC) (ex-officio)</li> <li>Associate Dean and Associate Director of Contextual Education (OKC)</li> <li>2 faculty</li> <li>Dean of Students</li> <li>Registrar</li> <li>Director of Contextual Education or Associate Dean and Associate Director of Contextual Education</li> <li>Director of Admissions* [Voice, but no vote, except on matters pertaining to admissions. APDC, spring, 2008]</li> <li>1 student from GKC campus</li> <li>1 student from OKC campus</li> <li>Librarian</li> </ul>

Committee	Goals/Purpose	Tasks	Membership
<b>Doctor of Ministry Degree Committee</b>	<ul style="list-style-type: none"> <li>To oversee the DMin students' academic and professional development</li> <li>To receive and approve DMin course proposals</li> </ul>	<ul style="list-style-type: none"> <li>Recommend needed policies/revisions to the Faculty Council for approval</li> </ul>	-VPAAD -2 faculty, usually track leaders -Registrar -Director of Admissions -2 current DMin students -2 DMin graduates -Director of DMin
<b>Research with Human Subjects Committee</b>	<ul style="list-style-type: none"> <li>To ensure that research involving human subjects follows the proper policies, procedures, and protocols</li> </ul>	<ul style="list-style-type: none"> <li>Review and grant approval to research proposals that involve human subjects</li> </ul>	-2 faculty

### **Changes in Curriculum and Regulations**

*(Affirmed by the Board of Trustees, October, 2007)*

Saint Paul reserves the right to change the academic regulations, admissions regulations, calendar, curriculum, requirements for graduation, tuition and fees, and other regulations affecting the student body according to fair process described in the Structure of Governance. Such changes become effective as publicly announced through the official channels of communication on the campus. They will apply both to students matriculated at Saint Paul at that time and to new and prospective students. The information in the Saint Paul Handbook and Catalog, therefore, is not to be regarded as creating a binding contract between the student and the seminary.

### **Assessment**

- Institutional Assessment

Saint Paul School of Theology has an on-going institutional assessment process that evaluates academic programs and administrative units. The broad purpose of assessment is to evaluate how well Saint Paul its living out its mission:

“Rooted in the Wesleyan tradition and committed to inspiring passion for ministry in diverse Christian bodies, Saint Paul School of Theology educates leaders to make disciples for Jesus Christ, renew the church, and transform the world.”

- Academic Assessment

There are two levels of academic assessment. First, programmatic assessment measures how effectively Saint Paul delivers its degree programs and how well those programs prepare students for ministry. Second, student level assessment measures how well individual Saint Paul students achieve established student learning outcomes.

- Program Level

Programmatic assessment measures how effectively Saint Paul delivers its degree programs and how well those programs prepare students for ministry. The institution collects information on how well its students meet the established student learning outcomes and makes adjustments to the programs based on the collected data. Data collected for program level academic assessment is presented to and reviewed by the appropriate degree committee (Masters committee or DMIN committee) annually. Each committee determines what action is needed in response to the assessment results and is responsible for initiating changes, which go through established institutional channels. An annual written report is developed by the Assessment and Compliance Coordinator in collaboration with the committee chairs and is presented to faculty council and submitted to the President and Vice President of Academic Affairs and Dean.

- Student Level

Information from student level assessment is used by the student and their academic advisor to identify areas that need improvement and recognize areas of strength in each student. The purpose is to provide students' knowledge about their progress towards reaching educational and vocational goals. Academic advisors play a critical role in the development of students, and therefore have access to advisees' results on student level assessments. Aggregate data collected through student level assessment is reviewed by degree committees annually. The committees and assessment and compliance coordinator are responsible for ensuring the assessments are providing Saint Paul students with high quality analysis of their ability for ministry.

The institution retains ownership of all data collected through assessment processes, however, it has an obligation to use the information in a responsible manner. Saint Paul does this by maintaining confidentiality, ensuring appropriate access and maintaining compliance with the Family Educational Rights and Privacy Act.

- Administrative Assessment

Administrative units establish goals at the beginning of each academic year and track their progress on these goals throughout the year. At the end of the academic year the units evaluate the work done on their established goals and provide data collected during the year. The unit reflects on the results and makes adjustments as needed for the upcoming academic year where they may refine a goal, focus on a specific portion of a previous goal or begin work on a new goal. This information is submitted appropriate to the supervising vice president who will provide the unit with feedback and support for reaching its goal. In addition, each vice president submits an assessment report to the President.

# CAMPUS INFORMATION AND SERVICES

## Environment Conducive to Learning and Working

As a courtesy to persons who have allergic sensitivities to airborne chemicals and/or fragrances, Saint Paul School of Theology uses “green products” wherever possible for its supplies. Persons who experience allergic reactions to airborne chemicals are encouraged to communicate that information to others in any context where they encounter such agents, particularly the person in charge of the room/office/space.

## Campus Conduct Hotline

As part of Saint Paul School of Theology’s continuing effort to promote “zero tolerance” of unethical behavior and conduct, Saint Paul School of Theology has implemented a *Campus Conduct Hotline*® designed to make it easy to report concerns about possible violations of our institution’s conduct, ethics and employment policies. *Campus Conduct Hotline*® is available for use around the clock, seven days a week. Because the *Hotline* is operated by an independent organization, any calls made through this *Hotline* are completely confidential and anonymous. To address any question or concern about a possible violation of our ethics or employment policies, dial toll-free to **866.943.5787**. Once you have dialed the toll-free number, you will be greeted by a person who will take all the information. Within one business-day of your call, a summary of the interview will be forwarded to our institution. Our goal will be to have a basic response back to you in five business days. To receive your response, you will need to call back and provide the five digit case number that has been assigned to you. At that time, you might be asked to provide additional information or to call back at a later date. You will be able to keep checking back for updates until your case is closed.

Because of the built-in confidentiality, it is important that you try to be as specific as possible about the information you provide. Alternatively, if you would like someone to contact you directly, you can leave your name along with a phone number where and when you would prefer to be called. To repeat, at no time are you required to identify yourself and all information provided can be completely confidential and anonymous. For more information about the Campus Conduct Hotline, please contact the Human Resources department.

## Closure Policy

*(Affirmed by the Executive Administrative Team, August, 2008)*

A cancellation of classes at either campus may affect sessions at the other campus.

Saint Paul School of Theology will ordinarily offer regularly scheduled events regardless of weather conditions.

1. Short-term courses in the Winter term, including DMin and Course of Study classes, will usually meet regardless of weather conditions and even if campus offices are closed. These classes may, however, be rescheduled at the instructor’s discretion.
2. Conditions on one campus may affect classes and activities linked to those on the other campus. A campus closing by Oklahoma City University may or may not affect Saint Paul classes in Oklahoma City and related sessions on the Kansas City campus.
3. Weather conditions may vary greatly across the areas served by Saint Paul. Individuals should use their own judgment/assessment of conditions in their particular situation when it comes to safe travel to and from campus. Students who believe it is unsafe to travel should not take chances with their personal safety but should inform their instructors and/or supervisors of their personal circumstances.

4. Senior Administrators (Deans, Vice Presidents, and the President) may close one or both campuses, cancel classes, or alter/delay the normal schedule of activities on the campus(es) when it is deemed necessary due to severe weather in the area and/or other conditions on campus.
5. In the event that one or both campuses are closed, classes cancelled or campus activities will be held on a delayed/alternate schedule. Announcement of closings and alternate schedules will be made via the following channels, immediately following a decision/declaration:
  - a) e2campus mass notification system – go to [www.spst.edu](http://www.spst.edu) to sign up for an account
  - b) Television stations in the metro area of campus affected and their websites
  - c) Campus phone and voicemail systems Kansas City Campus (913) 253-5000  
Oklahoma City University Campus emergency number (405) 208-5871
  - d) Email broadcast from a campus official and/or postings at entrances of campus buildings when the decision and announcement are made during regular work hours
6. When the Kansas City campus is closed, the switchboard will not be staffed, and in most cases no meals will be served.

- **e2Campus**

Saint Paul uses the e2Campus notification program as a quick and effective way to send, via text, time-critical messages to the user's cell phone or email. A person can receive immediate notice of class cancellations, campus closures and campus emergencies wherever he or she is.

The e2Campus mass notifications will only be used for **vital time-critical urgent messages** issued by a senior Saint Paul administrator. All students, faculty, and staff will receive an email copy of e2Campus messages via their Saint Paul email account.

To register a cell phone and sign up for the service, go to [www.e2campus.com/my/spst](http://www.e2campus.com/my/spst), or use the link on the Saint Paul website. At the website, click on the orange and black logo/link for e2Campus on the right side navigation bar of the front page for either campus and enter your information to register.

### **Tips and Techniques for Signing Up**

The first e2campus web page is for sign up. Click on "create new account." Follow the simple instructions on the webpage and see below for expanded explanations of some points:

1. Enter a cell phone number and cell phone carrier in the drop down menu.
2. Select a group:
  - COS – all COS students and faculty (Extended, January, or Summer terms)
  - Faculty – full-time Saint Paul faculty
  - Guest/Events – for guests or those attending multi-day events on campus
  - Staff/Other – all full-time Saint Paul staff and those serving in part-time, or adjunct faculty roles
  - Students – all Masters, Doctoral, and other students on both campuses. (COS students should use the COS group.)
  - Faculty and staff should select the latest opt-out date. Students should select a date appropriate to their expected graduation.
3. If a person does not have a cell phone, or wishes to only receive an email notice at a personal email address, he or she must select "Click Here to Sign up Using Email Only." Persons with a cell phone should skip this step. Please don't use this to sign up for messages to be sent to a Saint Paul email account.

4. Next comes the validation of the cell phone. This is a key step that ensures that no 'junk' text messages are received. Normally a validation code will be received within a couple of minutes in a text message with a four-digit code. Enter this code in the appropriate box on the e2Campus sign-up website.
5. Once this step is completed a person is in the system. To log into the account, add devices, and manage the account, go to [www.e2campus.com/my/spst](http://www.e2campus.com/my/spst).

- Computer Technology

Any student-owned computer/device needs the capabilities of Ethernet connectivity (corded or wireless) at broadband speed, web browsing, word processing that can save files in a MS Word compatible (.doc) format, PDF reader, internal storage space, as well as external storage media (USB flash/thumb drive).

The Greater Kansas City campus computer network is a PC Windows based high-speed Ethernet. Apple computers and devices can interface with the network and access the internet via wireless connections and web browsers. Apple adaptors are required when plugging into PC connections to use the projectors in the classrooms.

Most courses at Saint Paul use Moodle for online course management, which includes learning activities, threaded discussions, live chat, assignment submission, grade book functions, course evaluations and more. Orientation at beginning of each term includes training in the access and use of Moodle, library databases, Self-Service and the campus email system, Outlook Web Access. Internet Explorer is needed to get the most functionality from Outlook Web Access.

- Email Accounts

Saint Paul School of Theology provides its faculty, staff, and students with an email account for school-related communications. The use of this email account is governed by the Technology Policy included in this handbook. **Saint Paul email accounts are the official vehicle of communication for the school.** Each person is responsible for checking his/her email often, setting and maintaining a password, and for keeping his/her Inbox within the permitted size. When inboxes approach size limitations, each person will receive a warning email.

## **The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act) is a Department of Education enforced federal regulation that requires institutions receiving federal financial aid to disclose policies, procedures and information surrounding Clery crimes (including sexual assault, domestic violence, dating violence, stalking, etc.). In accordance with the Clery Act, Saint Paul releases an Annual Security Report (ASR) by October 1 of each year. This report contains institutional policies and procedures regarding Clery crimes, statistics of Clery crimes occurring on or near Saint Paul's campuses (including sites at Oklahoma City University, United Methodist Church of the Resurrection, and the Fox Hill administrative offices) and provides a sexual assault victim's bill of rights. In addition to the ASR, Saint Paul is required to make ongoing disclosures about Clery Crimes that pose a threat to students and/or employees in a timely manner, make a crime log publically available, offer programs to prevent sexual offenses, establish procedures to follow when an offense occurs including changes to academic and/or living arrangements for those impacted by Clery crimes, disciplinary proceedings when offenses occur, and potential sanctions to be imposed after a final determination is made.

The United States Department of Education has established a procedure to receive complaints of Clery Act violations. To submit a complaint contact 1-800-4-FED-AID (1-800-433-3243) or [clerycomplaints@ed.gov](mailto:clerycomplaints@ed.gov). The Clery Center for Security on Campus provides free technical assistance in filing a complaint, they can be contacted at [info@clerycenter.org](mailto:info@clerycenter.org) or 484-580-8754.

### • List of Policies to Reference

- Commitment to Anti-Harassment, Anti-Discrimination and Anti-Retaliation policy
- Prohibited Behaviors and Conduct policy
- Policy on Consensual Romantic or Sexual Relationships between Members of the Saint Paul Community
- Conflict Resolution Guidelines

### • List of Statements

- To obtain Saint Paul's Annual Security Report, visit <http://www.spst.edu/Safety-and-Security>
- For more information about the Clery Act, visit <http://clerycenter.org/summary-jeanne-clery-act>

## **Technology Policy**

### • Purpose of Campus Computer and Communication Networks

The campus computer and communication networks and their associated information access technologies were installed and are maintained to support the mission of the Saint Paul School of Theology. These shared resources are made available to students, faculty, staff, and authorized guest users in order to facilitate communication and exchange of ideas, enable research, promote collaboration, enhance teaching and learning in and outside the classroom, carry out administrative functions of the institution and foster community.

- User Acceptance of Policy

Use of the campus computer and communication networks and seminary computers and resources indicates acceptance of and agreement to comply with the policies and operating principles listed below.

- Acceptable Uses or Activities
  - a) Any activity conducive to learning, teaching and the interchange of ideas.
  - b) Any activity in support of the mission of the seminary.
  - c) Any activity to carry out the administrative functions of the seminary.
  - d) Personal use that does not detract from the work and mission of the seminary and/or affect network functions and services.
- Unacceptable Uses or Activities
  - a) Any activity that violates federal, state or local laws, including but not limited to the copyright laws and the Family Educational Rights and Privacy Act.
  - b) Any activity that violates any published Saint Paul policies.
  - c) Any activity that harms, threatens or harasses others.
  - d) Downloading information used to commit plagiarism in courses or in any other academic context.
  - e) Any activity that disrupts or impairs network functions and services, including but not limited to:
    - any file sharing via peer-to-peer (P2P) programs. This tends to use bandwidth and slows the entire network. It can also introduce vulnerabilities that disrupt network function.
    - operation of a wireless network access point, wireless router or switch connected into the campus network in any non-housing building without specific authorization of Information Technology.
    - network game playing, streaming audio and/or video for personal entertainment when network resources are needed for campus operations, typically Monday through Friday 8:00 a.m. to 9:00 p.m.
    - use of spoofed MAC addresses or other similar tools to conceal the identity of the user's computer,
  - f) Unauthorized access, modification or destruction of protected or private data of another user or the seminary's systems. (Examples: tampering with any electronic mail of which the person is neither the author nor addressee, reading or deleting a file in another user's personal directory)
  - g) Any activity where the sender of information is not identified (anonymous activity) or masquerades as another user.
  - h) Any activity for commercial gain.
  - i) Any activity that circumvents access codes, information protection, or network security systems, commonly referred to as "hacking."
  - j) Forwarding chain letters and other messages that are unwanted by the recipient.
  - k) Generating and sending emails that may be considered spamming.
  - l) Accessing pornography.
  - m) Any activity that floods the network and limits or denies access to other users.
  - n) Installing and/or downloading any illegal copy of software onto seminary equipment.
  - o) Installing and/or downloading any software that affects the performance of the campus computer network.
  - p) Using the resources of the campus computer network to impair the function of any other network or resources outside of the campus.

- User Responsibilities
  - a) To operate only computers or other network attached devices that are registered with the Information Technology Department or that are property of the Seminary and managed by Information Technology. Registration information shall include, but not be limited to the following: user's Name, user's address, user's "best" phone number, computer name, name of any workgroup or network installed on the computer, MAC address of the computer or other network device.
  - b) To use only the personal access codes (user ID and password) assigned.
  - c) Not to share access/security codes (passwords) with others. Access to the network is non-transferable. Each user is responsible for all activity conducted using their access/security codes.
  - d) To abide by all federal, state and local laws.
  - e) To respect other users.
  - f) To practice good stewardship of the resources provided by the seminary.
  - g) To provide and maintain the user's own personal equipment hardware and accessories necessary to enable a user-owned computer to establish linkage and communication with the campus computer network.
  - h) To use appropriate measures to maintain network security and to safeguard data and information stored and/or used on personal and network systems.
  - i) To stop, take no further action on the system, and immediately contact the Network Administrator, if a person has unintentionally gained unauthorized access to any area in the computer or telephone network.
  - j) To stop, and immediately notify the Network Administrator, if it is suspected that any files have been altered or accessed without permission. To not alter access or execute anything until the Network Administrator has investigated the situation.
  - k) To practice appropriate backup procedures to safeguard personal data and files.
  - l) To use appropriate virus protection measures to protect the integrity, health and functionality of the network and personal equipment.
  - m) To install/download onto seminary equipment and campus network systems only properly licensed/purchased software and hardware approved by Information Technology.
  - n) To become proficient in the use of the tools made available through these campus network resources.
  - o) To seek assistance and consult with appropriate experts when encountering technical difficulties.
  - p) To be selective and sensitive about forwarding messages because some recipient(s) may or may not appreciate the content or frequency of such messages.
  
- Consequences of Violations
 

Violations of these policies may result in one or more of the following:

  - a) Written request to cease the activity in violation of this policy
  - b) Formal written reprimand and notification to cease the activity in violation of this policy, a copy of which will go to the individual's student/personnel file
  - c) Restriction of access privileges
  - d) Revocation of access privileges
  - e) Requirement of financial restitution
  - f) Suspension or termination from employment
  - g) Referral of student violators to the Master's Degree Committee or Doctor of Ministry Degree Committee for disciplinary action
  - h) Referral to civil authorities for investigation and prosecution

- Advisory Statements
  - a) All data, information, and files resident or stored on seminary equipment and/or on the campus computer network are considered confidential and are the property of the seminary.
  - b) The seminary does not guarantee the security, confidentiality, or integrity of a user's data or information maintained on the campus network systems. The use of passwords and user IDs does not guarantee confidentiality. Therefore, the confidentiality of any message should not be assumed. The recipient of a message may forward it to others. When a message is deleted, it is still possible to retrieve and read the message, and it may be subject to disclosure under Federal and State law.
  - c) The seminary may install filters limiting and/or blocking access to some internet and websites to protect the integrity of the campus systems.
  - d) The seminary has no control over the content of other information servers outside its systems, i.e., on the internet. Some information accessible via the campus network and internet may be offensive, inaccurate, incomplete, outdated, biased, and/or inappropriate. User discretion is advised.
  - e) The seminary may monitor activity on its campus network systems. The seminary does not normally monitor, read, retrieve, inspect, or disclose user communications. A condition of using the seminary's electronic, communication and internet access resources, however, is that each user consents and authorizes the seminary to conduct these activities without prior consent and/or notification of the users.
  - f) The seminary is not liable for any losses of data, or lost revenues, or for any claims or demands against a user of the campus network by any other party. In no event will the seminary be liable for consequential damages, even if the seminary has been advised of the possibility of such damages. The seminary will not be responsible for any damages due to the loss of output, loss of data, time delay, network performance, software performance, incorrect advice from a consultant, or any other damages arising from the use of the seminary's network and information access technologies. The seminary will attempt to correct conditions and restore data and files.
  - g) The seminary is neither responsible nor liable for any user's personal data, user-owned software or hardware, installed or maintained on seminary owned equipment.
  - h) This policy is subject to change at any time. Changes will be posted and disseminated to the seminary community. Users are expected to adhere to the most current version of the policy, including changes, as they are made public.

- Oklahoma City Campus

The policy above applies to students at the Oklahoma City campus. Saint Paul School of Theology students, staff and faculty at the Oklahoma City campus are also expected to abide by the rules and policies of Oklahoma City University (OCU Policy <http://www2.okcu.edu/technology/ComputerUsePolicy.pdf>). In addition, all policies governing the use of Saint Paul email shall apply to both campuses. In the event that OCU policy conflicts with SPST policy, then OCU policy shall apply. OCU Computer Requirements can be found at <http://www2.okcu.edu/technology/ComputerRequirements> and the OCU technology page at <http://www2.okcu.edu/technology>.

## Copyright for Music and Lyrics

*(Affirmed by the Board of Trustees, October, 2007)*

When music and lyrics are reproduced for use in worship and other events, Saint Paul requires that proper copyright regulations be followed. Those who prepare worship bulletins for use at either Saint Paul School of Theology campus, for any event, must follow the copyright law.

In *The United Methodist Hymnal*, the index beginning on page 906 outlines copyright requirements: that United Methodist congregations may reproduce for worship and educational purposes any single item from *The United Methodist Hymnal* for one-time use, as in a bulletin or lesson resource, provided the item bears a United Methodist Publishing House or Abingdon Press copyright notice; that the copyright notice as shown on the page is included on the reproduction; and that *the United Methodist Hymnal* is acknowledged as the source. Copyright information is given in two places in *The United Methodist Hymnal*: at the bottom of the page on which the hymn appears (at the lower left corner), and in the index of acknowledgments, from pages 906-913, by hymn number. Be aware that sometimes the text, tune, and harmonization copyrights are held by different parties.

In *The Faith We Sing*, copyright requirements are found on page two of the "Worship Planner" edition: Except as stated elsewhere, all rights on all material are reserved by Abingdon Press and no part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system, except as may be expressly permitted by the 1976 Copyright Act or in writing from the publisher. Permission requests should be addressed to The Copyright Company, 40 Music Square East, Nashville, TN 37203.

If the hymn text and tune do not appear in the index, or there is no copyright symbol (a "c" inside a circle [©]) on the hymn page, then the hymn is in the public domain and may be copied legally.

To reproduce or record words or music from sources other than the hymnal (i.e., any copied music and/or printed lyrics in a bulletin) one must secure permission from the copyright holder, unless one has a blanket permission such as that provided, for an annual fee, by an organization such as Christian Copyright Licensing International (CCLI) or OneLicense. Many publishers and individuals are covered by those companies, but not all. On the reproduction, be it on a screen or on paper, the copyright holder must be identified as well as the license number given. Saint Paul subscribes to both these licenses for regular chapel worship services, but for special events an additional fee may be required. These licenses do not cover other media, such as video, artwork, or photos.

In order to respect copyright laws and adequately prepare, worship planners are advised to plan ahead in order to ascertain whether permission must be requested to reproduce words and/or music. Following is an example of how to give correct copyright information and permission to copy:

*For music covered under CCLI license:*

"Hallelujah" words and music by John Doe  
©2000 Good Music Co. CCLI License #000000

*For music covered under OneLicense:*

Words: John Doe, © 1988 ABC Music Co.; Music: Jim Brown, © 1990 XYZ Publications.  
All rights reserved. Reprinted under OneLicense.net #A-000000.

\*Students may contact the Chapel Coordinator (GKC) or Associate Dean (OCU) for license numbers to print in worship bulletins, and to check current copyright licenses.

## GREATER KANSAS CITY CAMPUS

Saint Paul School of Theology  
 4370 West 109th Street, Suite 300  
 Overland Park, KS 66211  
 (913) 253-5000  
 Fax (913) 253-5075

### Directory

Academic Dean	(913) 253-5025	SPST Email	<a href="https://mail.spst.edu">https://mail.spst.edu</a>
Admissions	(913) 253-5040	SPST Self-Service:	<a href="https://selfservice.spst.edu/">https://selfservice.spst.edu/</a>
Admissions (toll-free)	(800) 825-0378	Saint Paul Website	<a href="http://www.spst.edu">http://www.spst.edu</a>
Advancement	(913) 253-5080		
Assessment and Compliance	(913) 253-5027		
Cokesbury Bookstore (toll-free)	(888) 371-2007		
Computer Helpdesk	(913) 253-5030		
Contextual Education Director	(913) 253-5018		
Contextual Education	(913) 253-5028		
Course of Study	(913) 253-5061		
Resurrection Security	(913) 544-0241		
Dean of Students	(913) 253-5019		
Financial Aid	(913) 253-5050		
Front Desk at Resurrection	(913) 253-5099		
Human Resources	(913) 253-5063		
Library Circulation Desk	(913) 253-5036		
Payroll & Student Accounts	(913) 253-5051		
Registrar	(913) 253-5056		
Spiritual Formation	(913) 253-5023		

UMC CONTACT  
 United Methodist Offices  
 Missouri Conference  
[infoserv@umcom.org](mailto:infoserv@umcom.org)

### Office Schedules

Office hours may vary slightly during the year. Those changes will be posted.

<p><u>Saint Paul Office at Church of the Resurrection</u>                  Monday – Wednesday 8:00 am to 4:30 pm                  Thursday 8:00 am to 12:00 pm</p>	<p><u>Saint Paul Offices at Fox Hill</u>                  4370 West 109th Street, Overland Park Kansas</p> <p>Office hours                  Monday – Friday 8:00 am to 12:00 pm, 1:00 pm to 4:30 pm                  Faculty Offices As posted</p>
<p><u>Dawson Library Room at Church of the Resurrection</u>                  Monday-Tuesday 8:00 am to 9:00 pm                  Wednesday-Thursday 8:00 am to 5:00 pm                  Friday – Sunday Closed</p>	

## **Kansas City Metropolitan Area**

The diversity of the Kansas City metropolitan area provides Saint Paul students with exposure to ministry in urban, suburban, and rural settings and to people from diverse economic and cultural backgrounds. Churches, synagogues, and mosques in the area represent many faith perspectives and traditions. There are employment opportunities in commerce, agriculture, and industry, for students and spouses or partners.

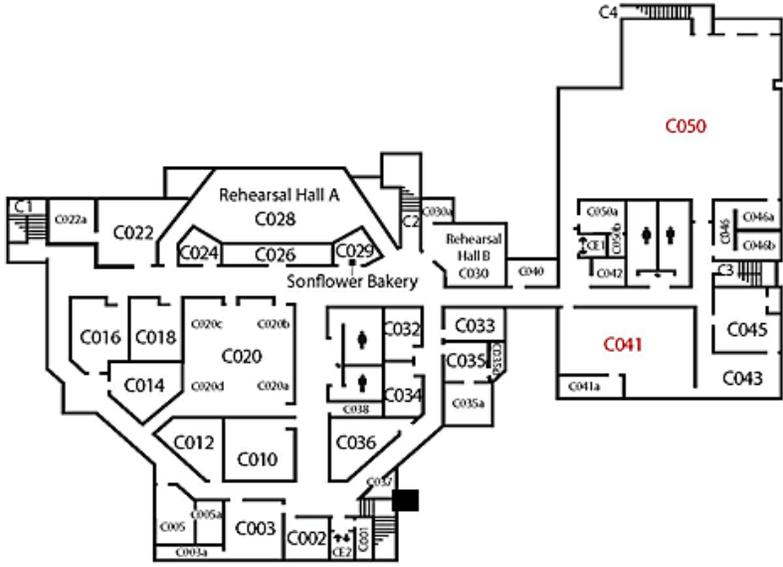
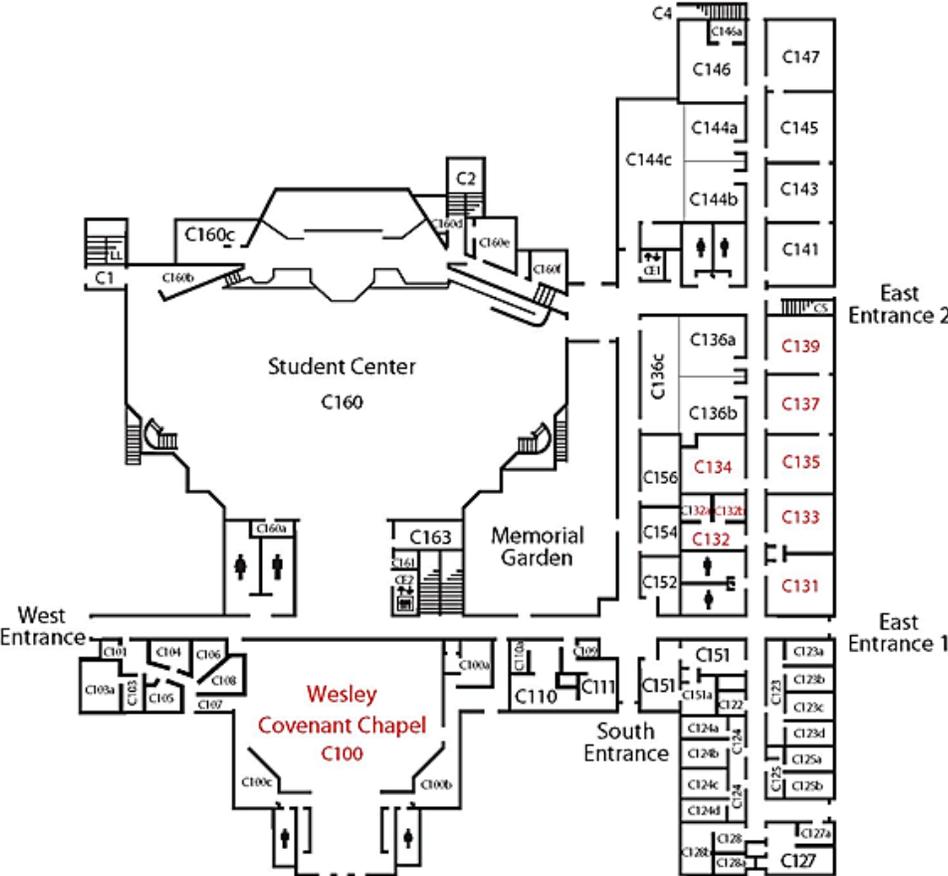
Called “City of Fountains”, it is said that Kansas City has more fountains than any other city in the world, except perhaps Rome. Four distinct seasons add to the natural beauty of the Kansas City area. Kansas City has several large parks, including Swope Park with the Kansas City Zoo and Starlight Theater. In addition, Kansas City has the famous Country Club Plaza, known for its Spanish architecture and Christmas light display. Thirty miles east of Kansas City, Powell Gardens, a 915-acre botanical garden, is open all year around. Children of all ages come to enjoy the Kansas City Sea Life Aquarium.

Kansas City’s diverse population means there are restaurants of many varieties, from Kansas City barbecue to the fare of Asia, the Middle East, Latin America, and Europe. There are many locally owned cafés around the metro area, and specialty food trucks for the more adventuresome. Aspiring chefs may find ingredients for many ethnic foods and fresh produce at the farmers’ market in the River Market area, or at several other neighborhood farmers’ markets.

The Kansas City area is also an arts and entertainment center. From the Nelson-Atkins Museum of Art to Crown Center and Science City in the historic Union Station to the Renaissance Festival, there are options for everyone. Other well-known art experiences are the Kansas City Art Institute, First Fridays in the Crossroads Art District, the Kansas City Repertory Theatre, Shakespeare in the Park, Theater in the Park, and the Kansas City Ballet.

At the Kauffman Performing Arts Center, music lovers can enjoy the Kansas City Symphony and the Lyric Opera, as well as internationally renowned performers. The historic 18th and Vine district has been restored and boasts acclaimed jazz shows. The Sprint Center, The Midland, and The Uptown Theater are just a few of the venues which host famous performing artists. For active recreation, one can enjoy Kansas City’s theme parks—such as Worlds of Fun/Oceans of Fun and Schlitterbahn—a variety of golf courses, or lakes in the area. Sports enthusiasts have the opportunity to attend Chiefs football, Royals baseball, Sporting Kansas City soccer, NASCAR racing, and athletic events held on the UMKC or KU campuses located nearby.

GKC Map



## **GKC Directions**

<http://www.spst.edu/Directions>

Directions to the Greater Kansas City Office location:

Take I-435 to the Roe/Nall exit

Go south on Roe to 109th St.

Turn in at Foxhill Office Complex that is on the east side of 109th Street

The office is on the north side of the street, at 4370 109th St.

Directions to the Greater Kansas City Educational location:

The seminary educational location is at 13720 Roe Ave. (137th and Roe Ave.) Leawood, KS 66224.

## **Building Access**

### • United Methodist Church of the Resurrection

Building C: Doors unlocked from 7:00 am to 9:00 pm

The church follows the Blue Valley School District inclement weather schedule for determining cancellation of programs and meetings, but buildings will remain open during inclement weather.

### • Seminary Offices at Fox Hill

Exterior doors:

- Doors unlocked from 6:00 am to 7:00 pm Monday to Friday
- Doors unlocked from 7:00 am to 2:00 pm Saturday
- Doors remain locked on Sundays and Holidays

Front door of office suite:

- Door unlocked from 8:00 am to 4:30 pm Monday to Friday
- Door remains locked on weekends and holidays

Building observed holidays are:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

## Official Events and Activities

A copy of the school's Academic Calendar is printed on the last page of the handbook. The official calendar of events and activities scheduled to occur at the seminary is maintained by the Communications Office and posted on the seminary's website for each campus at [www.spst.edu](http://www.spst.edu).

### • Scheduling events and activities

1. Schedule and reserve the desired facilities for any event with the appropriate person(s):
  - Requests for scheduling of facilities at Church of the Resurrection or at the Saint Paul office space at Fox Hill should be directed to David Firman ([divid.firman@spst.edu](mailto:divid.firman@spst.edu)). For day-of events at Church of the Resurrection contact the SPST office at Resurrection 913-253-5099.
2. After confirming the availability and reservation of space for an event, seminary group meetings or programs on campus, email the details to the Director of Communications, Heather Chamberlin ([heatherc@spst.edu](mailto:heatherc@spst.edu)), to be added to the web calendar.

## Services on Campus

### • Computer Helpdesk

The computer Helpdesk is available to respond to questions and guide users, and can assist in diagnosis and troubleshooting malfunctioning institutional hardware equipment. All users may contact the Computer Helpdesk via email at [helpdesk@spst.edu](mailto:helpdesk@spst.edu) or at (913) 253-5030 with Saint Paul computer/software questions or needs. Support is available Monday through Friday from 8:00 a.m. to 5:00 p.m., except holidays. If you do not reach a technician, please leave a message detailing the issue, and staff will respond as soon as possible. The Helpdesk cannot, and does not, work on computers or equipment owned by individual students, employees or campus guests.

### • Internet Access

While on the campus at Church of the Resurrection, there are two available options for Internet access:

1. **Wireless access** is available by selecting "SPST", and typing in the password, "Here I am Lord". This wireless network is also available at the Saint Paul office location.

### 2. **Computer Labs**

Computers are available for student use in the Saint Paul library at Church of the Resurrection and at the Saint Paul office building. Room C134 in Building C houses three computers for research and general use. The computers in the computer labs provide internet access for research, checking personal email, Moodle and Self-Service.

#### • Computer Lab Policies:

1. The computer labs are provided for use by Saint Paul students, faculty, staff, and graduates in compliance with the technology policies included in this handbook.
2. The computer labs in the library and at the office building will be open for use during the regular hours for each space.
3. All files are to be saved on personal portable storage media and kept in the possession of each individual to ensure the privacy and security of all users' work. Patrons should bring their media storage devices in order to save and back up their work files frequently. Files not saved to the patron's own media storage device will not be secure, and Saint Paul is not responsible for their loss. Persons working at home with a different word processor or a different version of Microsoft Word should save their work in a format that is compatible with Microsoft Word 2003 or newer version.

4. Most printing tasks may be done on computers in the labs.
5. Due to copyright law, it is illegal to copy software used on the lab computers. Please do not make copies of the software or ask library staff to do so.
6. Patrons are asked not to download software or change settings on the lab computers. If there is software that should be in the lab, please let a library staff member or the Helpdesk know.
7. No food or drink is allowed in any of the computer labs. Assistance is available from the library staff and the Helpdesk. Contact the Director of the Library for comments or suggestions regarding computer lab policies.

- Cokesbury Virtual Online Store

Cokesbury, the retail book and church supply outlet of the United Methodist Publishing House, operates the Saint Paul School of Theology virtual bookstore, which is accessible via links on the seminary's website. This online store is focused on textbooks listed by course. It also permits shopping for any other items in Cokesbury's online catalog. Click on the "bookstore" link at the top of the page on the Saint Paul website for either campus.

- Fax Services

Students may receive faxes via the seminary's main fax line at (913) 253-5075, or send faxes to staff and faculty at that number. Incoming faxes will be forwarded to the recipient's email account.

- Photo Copying and Printing

Room C134 in Building C at Church of the Resurrection houses three computers for research and general use, as well as a combination photocopier/printer. There is no charge for printing and copying in Room C134. A printer is also available in the computer lab at the seminary office building. There is no charge for printing at this station.

- Parking

At Church of the Resurrection, parking for students, faculty and staff is available in Lots B and C, the two lots south of the Building C. At the Saint Paul offices (4370 West 109th Street, Overland Park, Kansas 66211), parking for students, faculty and staff is available in any non-restricted parking space in the parking lots within the office park area. Saint Paul Reserved Parking is for visitors only.

- Recycling

Recycling units for paper, aluminum cans, and plastic bottles are located at strategic points throughout Church of the Resurrection. At the Saint Paul offices, the following items may be placed in the blue recycling bins: paper (including phone books and catalogs), aluminum cans, food and beverage containers (plastic recycling numbers 1-7 accepted; please empty and rinse before placing in bin), and cardboard (please break down before placing in bin).

- Telephone Services

A telephone is available to students for free local calls in the back area of the office in Room C132 of Building C at Church of the Resurrection. It may be used to dial emergency assistance, or to connect with faculty and staff at the seminary offices. At the Fox Hill office site, students may use telephones in any of the four small conference rooms to make a free local call. Faculty and staff telephones are not for student or guest use, except in case of emergency. For more information on phone numbers and extensions for faculty and staff, see the community directory. If received at the seminary's main line, telephone messages will be forwarded to the recipient via email.

- Emergency 911

Any campus telephone may be used to reach Emergency 911 Dispatch. Dialing either 9-911 or just 911 should ring through to this emergency service. Be prepared to identify the address of the location and the building.

- Church of the Resurrection:  
(Note whether you are located in Building B or Building C, and the room number)  
13720 Roe Avenue, Leawood, KS 66224
- Saint Paul Offices at Fox Hill:  
4370 West 109th Street, Suite 300, Overland Park, Kansas, 66211

- Worship

Worship takes place at many different times and places throughout a student's seminary experience; in a sense, the seminary experience itself is one long act of worship. What does this look like at Saint Paul? Gathering together for shared times of prayer, hearing the scriptures read and taught, singing holy songs from different times and places, praising God through different liturgies, receiving the Lord's Supper, listening for the Spirit's call to response, confessing our sins and accepting forgiveness, anointing with oil, passing the peace, fasting and feasting, working for justice, and being empowered to serve and make disciples are all part of the mosaic of different acts of worship in our shared life together. These practices may happen in small groups or in classrooms, in public or in private, in the chapel or outside on the sidewalk, for all these places are holy.

Oversight for the spiritual life of the community is offered by the Chapel Coordinator, in partnership with the Dean of Students, student interns, staff, and faculty. During the fall and spring semesters, the community gathers for chapel services twice a week on Tuesday and Wednesday mornings at 11:00 a.m. in the Wesley Covenant Chapel, which is located in the Building C at the Church of the Resurrection. Students, staff, faculty, and others in ministry provide leadership for these times of worship, which also serve as examples for how students may lead worship in diverse contexts, using varied formats. Student-led worship offerings are common, both in chapel and in other events.

- Spiritual and Community Formation

Spiritual and community formation are central components of our life together at Saint Paul. Through worship, small groups, community meals, and the practice of various spiritual and academic disciplines, students, staff and faculty learn from one another. We also learn from those outside this community with special experience and training that expands our current understandings and practices. We develop new patterns as our curriculum and other dimensions of our community life change. We strive for faithful ways to provide formative experiences for all in our community as our life together grows and changes in the future.

- Community

The diversity of Saint Paul provides a rich environment for holistic ministry formation. Community formation is nurtured through community meals, forums, dialogs, worship, communal sharing of joy and concerns and a variety of activities. The community has a range of interest and support groups available for students, such as Evangelical Society, International Family Group, Sacred Worth, Women in Ministry, and informal study groups. The Dean of Students is available to provide care and support to students, including referrals to other resources.

- Meals

The Community Meal is a symbol of the life the seminary community shares. Around the table, all take time to pray, break bread and have an opportunity to share joys, concerns and announcements that may be of interest to the community.

To encourage dialog between students, staff and faculty and to foster community, Saint Paul provides a noon meal on Tuesdays and Wednesdays during the fall and spring semesters. The community meal is open to all students enrolled and attending classes during the semester. Faculty and staff are eligible also to participate in the community meals during the fall and spring semesters. Others may eat lunch with the community by paying the current meal price at Saint Paul School of Theology Office in Room C132.

Community meal times during winter and summer sessions are served daily to students enrolled and attending classes and faculty teaching courses during the session. Meals can be purchased by faculty and staff at the current meal price at the Saint Paul School of Theology office in Room C132 in Building C. Reservations for individual guests, visitors to campus and groups planning to eat at the community meal should be made in the Saint Paul office Room C132 at least 24 hours in advance.

In addition to community meals, a meal is provided on one evening per week during the Fall and Spring semesters. This meal is an informal, fun evening meal for all members of the Saint Paul community. Each week the meal is hosted by one of the many organizations on the Saint Paul campus. All are welcome to participate in Building C lower level.

- Library

The Greater Kansas City campus library and circulation desk are located in Room C134 of the Building C on the campus of The United Methodist Church of the Resurrection, 13720 Roe Avenue, Leawood, Kansas 66214. Room C134 holds over 7,000 books and audio-visual materials, including nearly 1,100 reference books. The library is a member of the MOBIUS consortium, a group of 60 academic and public libraries in Missouri and Kansas. The consortium online catalog contains over 23 million items, most of which can be requested for use by Saint Paul library users. Requested items usually arrive within three business days. The MOBIUS online catalog is available on the internet at <http://searchmobius.org/> and is accessible through the Saint Paul online catalog at <http://kansascity.searchmobius.org/search~S9>.

In addition to Room C134 in Building C, nearly 23,000 Saint Paul items are hosted on shelves of the Hooley-Bundschu Library at Avila University, 11901 Wornall Road, Kansas City, Missouri 64145. Current Saint Paul students, staff, and faculty are encouraged to use the Avila library (<https://www.avila.edu/hbl/library/index.aspx>) and other MOBIUS libraries in the Kansas City Cluster (<http://kansascity.searchmobius.org/>).

Room C134 of Building C houses three computers for research and general use, as well as a combination photocopier/printer. There is no charge for printing and copying in Room C134.

The Saint Paul Library Staff provides current students, staff, and faculty with reference, instruction, and interlibrary loan services. Interlibrary Loan can obtain books and photocopies of journal articles from other libraries in the United States. Interlibrary Loan requests can be initiated by patrons, or library staff can assist in making a request. Most requests will arrive in one to three weeks; MOBIUS requests will usually arrive in one to three business days. Students, staff, and faculty at the Oklahoma City campus may also use the Greater Kansas City library facilities, materials, and services. Contact the circulation desk at (913) 253-5036 for details.

### ○ **Electronic Resources**

The Saint Paul library also offers current students, staff, and faculty access to a variety of electronic resources for research. Two significant Electronic Book collections are accessible through SPST links in the online catalog. eBrary provides users with access to the full-text of over 80,000 digitized books. Ebscohost is an electronic book collection of over 137,000 books from, which are available both in the online catalog and through the Ebscohost database portal (start at <https://research.spst.edu/login>).

Most of the library's databases are available remotely through links on the library website and at <https://research.spst.edu/login/>. Alums of Saint Paul have circulation privileges for materials in Room C134 and also have remote online access to full-text journals. Alums are encouraged to ask library staff about access credentials for the ATLA Serials Database, also known as ATLAS.

For current students, staff, and faculty, 24/7 remote access to online databases is facilitated by a proxy server. Begin at the library website <http://www.spst.edu/library/>. Go to the "Library" drop down menu, click on "Database Login," and login using your last name and password. If you are uncertain about your password, please contact library staff at (913) 253-5036. Databases offered on the library web pages and via the proxy server include:

#### *Ebscohost*

-offers online access to bibliographic and full-text journal and book databases covering all subjects. Databases offered through *Ebscohost* include:

- Academic Search Complete
- ATLA Religion Database with ATLA Serials (ATLAS)
- Consumer Health Complete
- Business Source Premier
- Professional Development Collection
- Science Reference Center
- Bibliography of Native North Americans (BNNA)
- Child Development & Adolescent Studies
- Humanities International
- Violence & Abuse Abstracts
- H.W. Wilson OmniFile Full Text Select
- Over 137,000 e-books

#### *Ebrary Academic Complete*

-offers access to over 80,000 e-books through the online catalog

#### *WorldCat*

-Books and other materials from over 72,000 libraries worldwide

#### *Religious and Theological Abstracts*

-offers abstracts of articles in the field of religion

#### *Patrologiae Graecae*

-contains more than 160 volumes of Greek material (with Latin translations)

## **Campus Security Act and Contact Information**

*(Affirmed by the Board of Trustees, October, 2007)*

The Crime Awareness and Campus Security Act, mandated by federal legislation, provides for compilation and annual reporting of statistics relating to specific types of crimes occurring on campus; for timely reporting to the campus community of crimes considered to be a threat to other members of the community; and for the annual reporting of descriptions of policies related to campus security. We need the involvement of the entire campus community in reporting incidents in a timely manner to our Safety and Security personnel. It is also vital that all members of the community practice and encourage responsibility for their own security and the security of others.

Incidents may be reported to security, who will contact the appropriate people for response. Persons are asked to notify the seminary's Safety and Security personnel regarding any incidents on campus that are considered a security risk. For additional phone numbers to contact for assistance, see the crisis information in this handbook.

Students, staff, faculty, campus guests, and others are requested to cooperate fully with campus security offices and report promptly any crime or suspicious activity of any nature to the Police Department. Failure to do so, making a false report or obstructing an investigation may result in sanctions, fines, disciplinary action by the seminary or criminal prosecution.

- Greater Kansas City Annual Safety Report: <http://www.spst.edu/read.asp?docid=875>

## **Weapons and Violence Policy**

*(Affirmed by the Board of Trustees, October, 2007)*

Saint Paul School of Theology will not tolerate violent acts or threats of violence against another person's life, health, well-being, family, or property. The seminary prohibits people from bringing or possessing weapons on the premises of the Fox Hill Offices. Weapons are also prohibited in all areas at Church of the Resurrection, including Saint Paul offices and classrooms. Violation of this policy may warrant disciplinary action up to and including immediate termination of enrollment.

## **Drug-Free Campus Policy**

*(Adapted from the Oklahoma City University Handbook, 2013-2014; approved 11/2013)*

The Drug-Free Schools and Communities Act Amendment of 1989 is a federal law, which requires all educational institutions to have and make available a clear policy regarding illegal drugs.

- Prohibited Behavior

Saint Paul School of Theology forbids the unlawful distribution, possession, or use of controlled substances, illegal or illicit drugs, or alcohol by students or employees, on seminary property, as a part of seminary activities, or in any way related to seminary employment or program. Alcohol is excluded from any official function of the seminary.

Each employee of the seminary, as a condition of employment, will agree to abide by the provisions of this regulation and all applicable conditions of the Drug-Free Schools and Communities Act Amendments of 1989, and will notify the institution of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

- Institutional Sanctions

Any student who violates the provisions of this regulation is subject to disciplinary action, which may include termination of enrollment. The policies and procedures by which disciplinary action will be carried out are detailed under the *Student Conduct and Status of Enrollment*. Students receiving sanctions requiring treatment may use any other certified program. In any case, a student must provide proof of treatment before consideration is given to his or her reinstatement.

- Notification to State and Federal Authorities

Saint Paul may refer individuals to applicable local, state, or federal law enforcement authorities for prosecution. Any student who is convicted under a criminal drug statute for a violation occurring on campus the Dean of Students (GKC) or Associate Dean (OKC) within five working days of the conviction. Within ten working days, Saint Paul School of Theology is required to notify the Department of Education of the disciplinary action. Within thirty days, Saint Paul will take appropriate disciplinary action.

A student, who is convicted of a state or federal offense involving the possession or sale of an illegal drug that occurred while the student is enrolled in school and receiving Title IV aid, is not eligible for Title IV funds. A borrower's eligibility is based on the student's self-certification on the Free Application for Federal Student Aid (FAFSA). Convictions that are reversed, set aside or removed from the student's record, or a determination arising from a juvenile court proceeding do not affect eligibility and do not need to be reported by the student.

- Applicable Legal Sanctions

Apart and distinct from seminary policies, employees and students who engage in the unlawful use, possession, or distribution of controlled substances, illicit or illegal drugs, or alcohol are subject to sanctions under local and municipal ordinances, Kansas statutes, Oklahoma statutes, the United States code, or other applicable local, state, and federal laws. Such sanctions could include, without limitation, fines and imprisonment.

Federal law prohibits possession, use, distribution, manufacture, or dispensing of controlled substances. The ultimate punishment for drug crimes generally depends on the quantity, classification, and purpose of possession of the drug. The most serious drug crimes are producing, manufacturing or selling illegal drugs.

Federal Drug Possession Penalties: (federal charges are not applicable unless it involves multi-state trafficking)

- First violation - a minimum fine of \$1,000 but no more than \$100,000, and a maximum jail term of one year.
- Second violation - a minimum fine of \$2,500 but not more than \$250,000, and/or minimum jail term of 15 days but not more than two years.
- Third or subsequent violation - a minimum fine of \$5,000 but not more than \$250,000 and/or a minimum jail term of 90 days but not more than three years.
- Federal penalties have special sentencing provisions for the possession of crack cocaine: a maximum fine of \$250,000 and/or a minimum jail term of five years but not more than 20 years, if it is a first conviction and the amount of crack cocaine possessed exceeds 5 grams: second crack cocaine conviction, and the amount possessed exceeds 3 gram; third conviction and the amount possessed exceeds 1 gram.

- Health Risks Associated with Abuse of Drugs and Alcohol

The use, misuse, and abuse of illicit or illegal drugs and alcohol can lead to or result in a variety of health risks. Whether the drug of choice is alcohol, marijuana, a prescription drug or cocaine, the habit can lead to a change in work habits, too. Some people may believe that drugs are harmless or even helpful. The truth is that drugs can have very serious, long-term physical and emotional health effects. And if drugs are mixed, the impact is even more detrimental. The following is a partial list of drugs and some of the consequences of their use. Only some of the known health risks are covered, and not all legal or illegal drugs are included:

- *Alcohol* is the most commonly abused substance in the work place. It produces short-term effects that include behavioral changes, impairment of judgment and coordination, greater likelihood of aggressive acts, respiratory depression, irreversible physical and mental abnormalities in newborns (fetal alcohol syndrome) and death. Long term effects include: damage to the liver, heart and brain; ulcers; gastritis; malnutrition; delirium tremens; and cancer.
- *Marijuana* impairs short-term memory comprehension, concentration, reaction time, and motivation. It may also cause paranoia and psychosis. Marijuana smoke contains more cancer-causing agents than tobacco smoke. The way marijuana is smoked enhances the risk of contracting lung disease and cancer.
- While *cocaine* and *crack* can speed up performance, their effect is short-lived. More lasting risks are short attention span, irritability and depression, seizure and heart attack.
- *Prescription drugs* are often used to reduce stress. However, they are not safe either, unless they are taken as directed. If abused, they can lead to sluggishness or hyperactivity, impaired reflexes, addiction and brain damage.
- Other drugs, such as *PCP*, *LSD*, *heroin*, *mescaline* and *morphine*, have a wide variety of negative health effects — from hallucinations and mental confusion to convulsions and death.

- Drug and Alcohol Dependency Testing

Saint Paul may require any student or employee, who is reasonably suspected of drug use, to undergo drug testing. Drug and alcohol tests may be administered under the following conditions:

- If the employee or student exhibits conduct that would cause a reasonable person to believe that the employee is under the influence of drugs or alcohol
- If the employee demonstrates a level of job performance which suggests a drug or alcohol problem

An independent, professional laboratory will be used to test for the presence of controlled substances and alcohol when testing is necessary. Termination of employment or enrollment may occur as a result of a violation of any provision of this policy.

- Available Treatment

Saint Paul does not provide drug and alcohol counseling or treatment. Students and employees with substance abuse problems are encouraged, and, in some cases, may be required to use the services of appropriate off-campus resources.

*Greater Kansas City Resources*

- **First Call Alcohol/ Drug Prevention & Recovery** (formally known as National Council)  
Missouri - 816.361.5900 | Kansas - 913.233.0747 | 633 East 63rd Street | Kansas City, MO 64110 |  
website: [www.firstcallkc.org](http://www.firstcallkc.org)
- **Heartland Regional Alcohol & Drug Assessment Center**  
5500 Buena Vista • Roeland Park, KS 66205 • P.O. Box 1063 • Mission, KS 66222  
Phone 913-789-0951 • Toll Free 1-800-281-0029 • Fax 913-789-0954 | website: [www.hradac.com](http://www.hradac.com)  
[info@hradac.com](mailto:info@hradac.com)

- Procedure for Distribution

This policy will be distributed annually to all students and employees through its inclusion in the Community Handbook which is also available on the Saint Paul web site, <http://www.spst.edu/Handbook-Catalog>.

Students at Saint Paul at Oklahoma City are subject to this policy and the policy of Oklahoma City University.

- Review

Saint Paul will conduct biennial reviews of this policy to determine its effectiveness, to implement changes as needed, and to ensure that sanctions are consistently enforced. Reviews implemented by the Masters Committee and Director of Human Resources will:

- Conduct and evaluate an alcohol and drug use and opinion survey
- Assess effectiveness of mandatory drug treatment referrals
- Assess effectiveness of documented disciplinary actions
- Assess effectiveness of policy and information distribution.

A report of the review's findings will be submitted to the president for approval.

## **Smoke-Free Campus Policy**

At its Fall 2007 meeting, the Saint Paul School of Theology Board of Trustees approved this "Smoke-Free Campus" Policy as follows: In the interests of the health of all persons who use or visit the Saint Paul School of Theology campus, which grows out of Christian loving concern for the well-being of every individual, all of the campus buildings and grounds shall be free of smoke from tobacco products effective January 1, 2008.

Saint Paul will encourage, support and assist students and employees who desire to quit smoking by reimbursing their out of pocket expenses up to \$50 per month for up to 4 months of a smoking cessation program of their choosing, including consultation with a doctor and medical treatment with gum, patches and/or prescription medications. Persons may request this financial support through the Human Resources office, or the Dean of Students (GKC) and Associate Director of Contextual Education (OKC).

## OKLAHOMA CITY CAMPUS

Saint Paul School of Theology at Oklahoma City University  
 2501 North Blackwelder  
 Oklahoma City, OK 73106-1493  
 (405) 208-5757  
 Fax (405) 208-6046

### Directory

<p><b>EMERGENCY</b>                  Dial 5911 from any campus phone Or (405) 208-5911 from other phones</p> <p>911 may be called directly, but should be followed with a call to (405) 208-5911.</p> <p>Or push the emergency button on any of the Blue Posts located around campus.</p>	<p><b>OKLAHOMA CITY CAMPUS</b>                  POLICE DEPARTMENT OFFICE                  (405) 208-5001                  (Non-Emergencies)</p>																																																
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## Office Schedules

<p><u>Chapel</u> The chapel is typically open until 5:00 p.m. The lower level west doors remain open during class times and routine evening events</p> <p><u>Cashier Window</u> Monday-Friday 8:00 am – 5:00 pm</p> <p><u>Mail Center Window</u> Monday-Friday 8:00 am – 5:00 pm</p>	<p><u>Dulaney-Browne Library (OKC)</u> Regular semester library hours: Monday – Thursday 7:30 am – 12:00 am midnight Friday 7:30 am – 7:00 pm Saturday 10:00 am – 7:00 pm Sunday 12:00 pm – 12:00 am midnight</p> <p>Archives Reading Room (room 509) Monday – Friday 9:00 am to 5:00 pm</p> <p>Leichter Listening Library (Bass Center room B308) Regular Semester Hours: Monday - Thursday 9:00 am – 7:00 pm Friday 9:00 am – 6:00 pm</p> <p>Library hours may be extended before finals and reduced when classes are not in session. Check the library's website for detailed information at <a href="http://www.okcu.edu/library/about.aspx">http://www.okcu.edu/library/about.aspx</a></p>
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## Oklahoma City Metropolitan Area

Oklahoma City, the capital of Oklahoma, offers a wide variety of cultural, civic, religious, entertainment, and sports events in the unique setting of modern facilities and old-fashioned Western hospitality. Oklahoma City is a dynamic, growing location with a wide range of opportunities to offer its students. From the state capitol and the center of Oklahoma's political and governmental activity, to the cultural offerings of the Oklahoma City Philharmonic, Lyric Theatre, Ballet Oklahoma, and to the attractions of the National Cowboy and Western Heritage Museum, Oklahoma Museum of Art, the National Softball Hall of Fame, the Oklahoma History Center, the Firefighters' Museum, the Oklahoma City Zoo and Omniplex, Bricktown, and professional baseball, basketball and hockey, Oklahoma City stands as a vibrant, growing metropolitan center.



## **Buildings**

- **Dulaney-Browne Library (LB)**

The theological reference books are shelved along with other reference books on the first floor. Materials in the circulating collection of Dulaney-Browne Library are shelved on the upper floors, with the heart of the Religion collection shelved on the second floor in the Dewey Decimal 200s. The office of the SPST Librarian is located near the Dewey 200s.

- **The Bishop W. Angie Smith Chapel (CH)**

A 650-seat sanctuary, a smaller chapel seating sixty, the office of the university chaplain and director of religious life, Vivian Wimberly Center for Ethics and Servant Leadership, general purpose meeting rooms, and the Wimberly School of Religion and Graduate Theological Center. Saint Paul School of Theology at Oklahoma City University is also housed in the Chapel.

- **The Clara E. Jones Administration Building (AD)**

The offices of the OCU President, Provost and Vice President for Academic Affairs, Chief Financial Officer, Vice President for Student Affairs, and Vice President for University-Church Relations. Also located in the building are the police department, Financial Aid, the Cashier, the Registrar, and the Business Services Offices.

- **Nellie Melton Panhellenic Quadrangle (PH)**

Named in honor of a former dean of women, it contains meeting space for three Panhellenic sororities and Student Health Services.

- **The Henry J. Freede Wellness and Activity Center (FC)**

The Abe Lemons Arena, a reunion center, multi-use recreational space, badminton courts, indoor jogging track, weight room and locker rooms.

## **Accessible Entrances for Persons with Disabilities**

Bishop W. Angie Smith Chapel – upper level: southeast door.

Bishop W. Angie Smith Chapel – lower level: ramp, south side of building enters Watson lounge.

## **Building Access**

The Chapel building is typically unlocked from 7:00 a.m. to 5:00 p.m. The lower West doors remain open during class times and routine evening events.

## **Official Events and Activities**

A copy of the school's Academic Calendar is printed on the last page of the handbook. The official calendar of events and activities scheduled to occur at the seminary is maintained by the Communications Office and posted on the seminary's website for each campus at [www.spst.edu](http://www.spst.edu).

### • **Scheduling Events and Activities**

1. Schedule and reserve the desired facilities for any event with the appropriate person(s):
  - Requests for scheduling of facilities at Church of the Resurrection or at the Saint Paul office space at Fox Hill should be directed to David Firman ([divid.firman@spst.edu](mailto:divid.firman@spst.edu)). For day-of events at Church of the Resurrection contact the SPST front desk office at Resurrection 913-253-5099.
  - For events occurring on the OCU campus, contact Rachel McClain ([rachel.mcclain@spst.edu](mailto:rachel.mcclain@spst.edu)).
2. After confirming the availability and reservation of space for an event, seminary group meetings or programs on campus, email the details to the Director of Communications, Heather Chamberlin ([heatherc@spst.edu](mailto:heatherc@spst.edu)), to be added to the web calendar.

## **Services on Campus**

### • **Cashier Window**

Students may cash one personal check per day for up to \$50.00 at the Student Accounts Office, located in the Clara E. Jones Administration Building.

### • **Oklahoma City University Bookstore**

The Oklahoma City University Bookstore is located on the lower level of the Tom and Brenda McDaniel University Center. This bookstore does not carry seminary textbooks. Textbooks may be ordered from the Cokesbury Bookstore online at <http://www.cokesbury.com/forms/textbooks.aspx?lvl=Display+Schools>.

### • **Cokesbury Virtual Online Store**

Cokesbury, the retail book and church supply outlet of the United Methodist Publishing House, operates the Saint Paul School of Theology virtual bookstore, which is accessible via links on the seminary's website. This online store is focused on textbooks listed by course. It also permits shopping for any other items in Cokesbury's online catalog. Click on the "bookstore" link at the top of the page on the Saint Paul website for either campus.

### • **Computer Labs**

There is a computer lab located at the Tom and Brenda McDaniel University Center. Computers are also available in the Dulaney-Browne Library. The entire campus has wireless capability. Instructions for access are located at <http://wifi.okcu.edu>. Students may contact the Student Support Center at (405) 208-5555. Faculty and staff can contact the Helpdesk at (405) 208-7777, or email the Helpdesk at [helpdesk@okcu.edu](mailto:helpdesk@okcu.edu). For more information, go to <http://www.okcu.edu/technology/>.

### • **Email**

In addition to the SPST email account, Oklahoma City campus students will also receive an Oklahoma City University email account, and are subject to Oklahoma City University regulations on technology use. For more information, go to <http://www.okcu.edu/technology/email/>.

- Emergency / Event Notification

Students who wish to do to so may sign up for the Oklahoma City University Emergency/Event Notification (EEN) system at <http://www.okcu.edu/stu/police>.

- Faxing Services

Faxing services are available at the Dulaney-Browne Library. Ask at the library information desk, or at (405) 208- 5068 for more information on printing, copying, faxing, and scanning services. Detailed information is available at <http://www.okcu.edu/library/services.aspx>.

- Helpdesk

Students on the Oklahoma City campus have access and privileges to use the OCU network and computing resources, including the services of the OCU Campus Technology Help Desk for both software and hardware support. Students enrolled at the Oklahoma City campus receive an OCU email address for official communication from OCU services and resources, as well as a Saint Paul email address, in order to keep abreast of notifications related to each campus.

- ID Access Card

In addition to the SPST card, OKC students will receive an Oklahoma City University identification card for as long as the student is enrolled in the seminary. It should be carried at all times while the student is on campus and should be presented to the Oklahoma City University Campus Police on request. The identification card is necessary for cashing checks at the Student Accounts Office. It is also the student's library card and is required for checking out material from the Dulaney-Browne Library or using the copy machine.

- Mail and Mailboxes

Students on the Oklahoma City University campus may pick up their mail from the Office Manager's office 9:00 am to 12:00 pm and 1:00 pm to 4:00 pm on class days. Additionally, a full service mail center is located in the Tom and Brenda McDaniel University Center.

- Oklahoma City University Campus Police

Procedures and Facilities for Reporting Criminal Acts or Emergencies:

Oklahoma City University Police are charged by the university with the responsibility for maintaining conditions necessary for a safe environment and strives for a crime-free campus. The OCU Police Department is located in room 320 of the Administration Building and is open 24 hours a day, 7 days a week (405) 208-5001. For emergencies call (405) 208-5911. More information is available at [www.okcu.edu/students/police/index.aspx](http://www.okcu.edu/students/police/index.aspx).

- Security and Access to Campus Facilities

For the safety of its students, faculty, staff, and guests, Oklahoma City University seeks to maintain a closed campus and discourages trespassers. Students, faculty, and staff must carry university identification cards at all times and must present them to the OCUPD upon request. While the university strives to maintain adequate evening lighting, individuals are discouraged from walking unaccompanied during the evening and late night hours. A call to the dispatcher for an escort will enhance individual safety. It is a major violation to "prop" doors open without authorization. (Adapted from the OCU's Handbook. Summer 2008)

- Student Center and Lounge Areas

The Tom and Brenda McDaniel University Center houses the cafeteria, private dining rooms, a snack bar (Alvin's Café), faculty and student lounges, Bookstore, Post Office, Student Government Offices and Campus Technology. A student lounge area is also provided in the lower level of the Chapel building, near the west doors.

- Parking

Parking is available in close proximity to all buildings and dorms on the OCU campus. Each student who owns an automobile and plans to park on campus must purchase a valid parking permit from the Police Department. The cost of the permit is \$100 annually. Permits are color coded to show which areas are available to park in. If a vehicle is found in an area other than the permitted parking zone, a parking citation will be issued. The university reserves the right to change the allocation of parking spaces at any time to meet the overall university community needs, including but not limited to, visitor parking for university special events.

Students staying in Cokesbury Court Apartments should request a parking permit for the apartment lot. Students should take care not to park in the section on Noble Drive west of the Harris Chapel. This is reserved for School of Law only.

For additional information, contact the Oklahoma City University Police Department at (405) 208-5001 or [ocupd@okcu.edu](mailto:ocupd@okcu.edu). More information available at [www.okcu.edu/students/police/regulations.aspx](http://www.okcu.edu/students/police/regulations.aspx)

- Photocopying and Printing

The Dulaney-Browne Library has a color printer/copier that can be used by anyone on campus. A student can obtain printouts (40 cents per color copy and 10 cents per black and white copy) by paying cash or paying with money deposited to his/her ID card. The copier will also scan in black and white or color and send to any email address. Ask at the library information desk, or at (405) 208-5068 for more information on printing, copying, faxing, and scanning services. Detailed information is available at <http://www.okcu.edu/library/services.aspx>.

- Recycling

Bins for recycling aluminum cans, plastic, and paper are located on the main floor of the Chapel building.

- Registration of Vehicles

Each student who owns an automobile and plans to park on the Oklahoma City campus must purchase a valid parking permit from the Police Department. The cost of the permit is \$100 annually. The Police Department is located in Suite 320 of the Clara E. Jones Administration Building, and is open 24 hours a day, 7 days a week.

- Scheduling of Facilities

To reserve the Saint Paul lecture classroom, contact the Office Manager at [rachel.mcclain@spst.edu](mailto:rachel.mcclain@spst.edu) or (405) 208-5757. For other chapel classrooms, contact Cathy Bewley at (405) 208-5284. On-campus solicitation is strictly prohibited. (From the Oklahoma City University Handbook)

- Telephones

Telephone messages for a student are placed in that student's mailbox as soon as received. When a telephone caller identifies their need to reach a student as an emergency, that message will be relayed to the student as soon as he or she can be located. Emergency phones are located on the blue posts throughout the campus. A pay phone is available at the Tom and Brenda McDaniel University Center.

- Worship

At the Oklahoma City campus worship is held in the Harris Chapel of the Bishop W. Angie Smith Chapel on Tuesdays at 11:00 a.m. Students are also welcome to attend OCU chapel on Thursdays at 1:00 p.m.

- Community

Student groups include the Evangelical Society, Women in Ministry, Sacred Worth, and the Social Justice Group. Further opportunities for community formation will be developed through the office of the Associate Dean and Associate Director of Contextual Education (OKC).

- Meals

Community Meal and Other Meal Options: Oklahoma City

A community meal is provided for Saint Paul School of Theology at OCU students at noon on Tuesdays in Watson lounge. "Wednesdays at the Wesley" is held from 11:30 a.m. to 1:00 p.m. in Watson lounge. This meal is provided by the Wesley Foundation.

Meals are also available in the university commons located in the Tom and Brenda McDaniel University Center. There are voluntary meal plans available for students who do not live in on-campus housing. Information about the food service can be obtained by contacting Sodexo Food Services of Oklahoma City University at <http://www.ocudining.com/index.html>.

- Library

- **Dulaney-Brown Library**

In addition to the library resources and services available through the Dawson Library Room in Greater Kansas City, students enrolled on the Oklahoma City Campus enjoy library privileges at the Dulaney-Browne Library (<http://www2.okcu.edu/library>) and the Law Library (<http://law.okcu.edu/index.php/library>) of Oklahoma City University. The Dulaney-Browne Library coordinates services and collections for all of the campus except the law school. The Law Library coordinates services and collections for the law school.

Lee Webb, the Saint Paul Librarian at Dulaney-Browne Library, is also specifically assigned to serve the library needs of Saint Paul students and faculty. To discuss needs or to ask questions call (405) 208-5065 or email [LWebb@okcu.edu](mailto:LWebb@okcu.edu).

Saint Paul School of Theology students use their Oklahoma City University ID cards as their library cards. Most items can be checked out for a period of three weeks and can be renewed twice. Students are limited to 25 items at a time.

The Dulaney-Browne Library partners with faculty to provide an effective reserve material system to further the education of students. Reserve materials are items professors place in the library for students to checkout for class assignments. The purpose of reserves is to make limited copies of required materials available to all students who will need them for a course. All reserve materials are located at the circulation desk.

## ○ **Library Resources**

### *Books*

Search the online catalogs of the Dulaney-Browne Library (<http://library.okcu.edu/catalog>) and the Law Library (<http://library.okcu.edu/catalog>). Most general books are in the Dulaney-Browne Library, law materials are in the Law Library, and some art books are in the Linda Garrett Art Library.

### *Government Documents*

Search the online catalog of the Dulaney-Browne Library (<http://library.okcu.edu/catalog>). Most are available online directly from the catalog, others are located in the Dulaney-Browne Library or the Law Library.

### *Videos (VHS and DVD)*

Search the online catalog of the Delaney-Browne Library (<http://library.okcu.edu/catalog>), located on the second floor of the library.

### *Full Text Online Periodical Articles, Books, Sheet Music, and More*

See the Dulaney-Browne Library online resources page at <http://www.okcu.edu/library/resources.aspx> and the Law Library resources page at <http://law.okcu.libguides.com>. Some Law Library databases are limited to law students. Online journals and databases can be searched from home by using an Oklahoma City University email username and password to login from off-campus (<https://ezproxy.okcu.edu/login>).

### *Magazines, Journals, and Newspapers in Print, Microfiche, Microfilm, and Online*

See the Dulaney-Browne Library list available after logging in to the server at <http://library.okcu.edu/journals> and the Law Library resource list available at <http://law.okcu.libguides.com>. For print journals, search the law library list at <http://jq5ce9ul4r.search.serialssolutions.com>.

### *Printed and Recorded Music*

Search the online catalog of the Dulaney-Browne Library (<http://library.okcu.edu/catalog>). Located in the Leichter Listening Library (Bass Music Center B309).

### *Archival Records*

See the Archives and Special Collections, 5th floor of the Dulaney-Browne Library, for archival records of Oklahoma City University, the Oklahoma Annual Conference of the United Methodist Church, the Oklahoma Indian Missionary Conference of the United Methodist Church, and other special collections.

## ○ **Library Services**

### *Reference*

Librarians are available at the Reference Desk, by telephone, or through email to provide assistance in using the library and finding information through the internet. Drop by the Reference Desk, call (405) 208-5065, or email [AskALibrarian@okcu.edu](mailto:AskALibrarian@okcu.edu) with questions. Librarians can answer questions, provide an overview of research methods, or demonstrate a specific library research tool to individuals and small groups (<http://www.okcu.edu/library/research.aspx>).

### *Circulation*

The OCU identification card is also the student's library card. Students should be sure to have it with them to check materials out of any of the libraries. Library users can renew items, place holds, and recall items through the library online catalog. To login, visit the library online catalog (<http://library.okcu.edu/vwebv/login>) or for more instructions visit the renew page (<http://www.okcu.edu/library/renew.aspx>).

### *Interlibrary Loan*

The WorldCat database provides information about materials owned by thousands of cooperating libraries. Many databases include references to books and journal articles not owned by the Oklahoma City University Libraries. Almost any book or journal article owned by a U.S. library can be obtained through InterLibrary Loan. Most requests take from one to three weeks. Ask for more information at the Reference Desk, or to request an item via ILL please visit the ILL page (<http://www.okcu.edu/library/borrow.aspx>).

### *OK-Share Cards*

Current students may request an OK-Share card that will allow them to check out materials from other cooperating academic libraries in Oklahoma. Students interested in the OK-Share card should ask at the Circulation Desk or visit the OK-Share page (<http://www.okcu.edu/library/borrow.aspx#share>).

### *Computing*

Computers for student use are available in the Dulaney-Browne Library. Students should log in to access the internet, Microsoft Word, and Excel. Guests may ask at the Circulation Desk to be logged in to a computer. Apple computers for student use are available in the Leichter Listening Library. In addition to wireless access across campus, computer ports for laptop are available in room 304, 309, 404, and 409 of the Dulaney-Browne Library. Students should contact Campus Technology to download a security certificate for full speed access to the wireless network.

### *Services for Persons with Disabilities*

If special library assistance is needed because of a disability, email [AskALibrarian@okcu.edu](mailto:AskALibrarian@okcu.edu) or call (405) 208-5065) to request an appointment to discuss specific needs. Additional information about services for persons with disabilities can be found at <http://www.okcu.edu/library/lib70.aspx>.

○ **Additional Services and Resources**

Students can send and receive faxes at the library circulation desk. For prices contact the circulation desk at (405) 208-5068.

The library has a small classroom (maximum capacity 20-25) and study rooms (maximum capacity 4) which can be reserved by students, faculty, or staff. There are some limitations on the use of the classroom, since it is also used for library instruction. Call the circulation desk (405-208-5068) or log into the catalog (Internet Explorer ONLY) and follow the links on the Room Availability Calendar.

The library has a room available for students to watch videos or DVDs or listen to LPs or audio cassettes. Most of the library's computers may also be used for watching DVDs or listening to CDs. Headphones are available for checkout at the circulation desk.

The library publishes a monthly newsletter with library hours, news, a trivia contest and a Sudoku puzzle. Pick one up in the library or contact Victoria Swinney (vswinney@okcu.edu or (405) 208-5072) to be added to the mailing list.

○ **Library Use Guidelines**

General information about library use is included here. For more detailed information, visit the libraries' web pages at <http://www.okcu.edu/library> and <http://law.okcu.edu/index.php/library>. Food and drink are permitted with some limitations in the Dulaney-Browne Library and the Law Library.

## **Campus Security Act and Contact Information**

*(Adapted from the OCU Handbook, Summer 08)*

The Jeanne Clery Disclosure of Oklahoma City University Campus Police and Campus Crime Statistics Act report discloses data on crimes committed on campus and campus safety policies and procedures. This report is available online at <http://www2.okcu.edu/students/police/2011-2012StarsSafety.pdf>.

The Oklahoma City University Police Department is responsible for maintaining conditions necessary for a safe and secure learning environment. They are located in room 320 of the Clara Jones Administration Building. They are open twenty-four hours per day every day. For an emergency, students can reach Campus Police by dialing 5911 from any campus phone or by using the blue emergency posts located around campus. They can also be reached by dialing (405) 208-5911. For non-emergencies, please use (405) 208-5001. Campus Police may also be reached by email at [ocupd@okcu.edu](mailto:ocupd@okcu.edu).

See the Appendix for complete information on procedures in case of emergency.

- Oklahoma City Campus Annual Safety Report: <http://www.spst.edu/read.asp?docid=875>

## **OCU Hazardous Materials Policy**

*(From the OCU Handbook. Summer 2008; Affirmed by the Executive Administrative Team, August 2008)*

The possession or use of kerosene, gasoline, benzene, naphtha and similar flammable liquid is strictly forbidden. This prohibition includes but is not limited to any substance, material, or ingredient which may potentially be used for bomb making.

## **Weapons and Violence Policy**

*(Adapted from the OCU Handbook, summer 08)*

Firearms, weapons, and fireworks are not permitted on campus. No student shall have in his or her possession, including a person's motor vehicle or on-campus residence, a pistol, revolver, rifle, shotgun, blowgun, or device that has the appearance of a firearm, including toy guns and air guns while on university property, whether loaded or unloaded. Violation of this policy may be deemed cause for suspension or expulsion from the university, or submission to the District Attorney's Office for criminal prosecution by the Oklahoma City University Campus Police.

## **Drug-Free Campus Policy**

*(Adapted from the OCU Handbook, summer 2008)*

The Drug-Free Schools and Communities Act Amendment of 1989 is a federal law, which requires all educational institutions to have and make available a clear policy regarding illegal drugs.

- **Prohibited Behavior**

Saint Paul School of Theology forbids the unlawful distribution, possession, or use of controlled substances, illegal or illicit drugs, or alcohol by students or employees, on seminary property, as a part of seminary activities, or in any way related to seminary employment or program. Alcohol is excluded from any official function of the seminary.

Each employee of the seminary, as a condition of employment, will agree to abide by the provisions of this regulation and all applicable conditions of the Drug-Free Schools and Communities Act Amendments of 1989, and will notify the institution of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

- **Institutional Sanctions**

Any student who violates the provisions of this regulation is subject to disciplinary action, which may include termination of enrollment. The policies and procedures by which disciplinary action will be carried out are detailed under the *Student Conduct and Status of Enrollment*. Students receiving sanctions requiring treatment may use any other certified program. In any case, a student must provide proof of treatment before consideration is given to his or her reinstatement.

- **Notification to State and Federal Authorities**

Saint Paul may refer individuals to applicable local, state, or federal law enforcement authorities for prosecution. Any student who is convicted under a criminal drug statute for a violation occurring on campus the Dean of Students (GKC) or Associate Dean (OKC) within five working days of the conviction. Within ten working days, Saint Paul School of Theology is required to notify the Department of Education of the disciplinary action. Within thirty days, Saint Paul will take appropriate disciplinary action.

A student, who is convicted of a state or federal offense involving the possession or sale of an illegal drug that occurred while the student is enrolled in school and receiving Title IV aid, is not eligible for Title IV funds. A borrower's eligibility is based on the student's self-certification on the Free Application for Federal Student Aid (FAFSA). Convictions that are reversed, set aside or removed from the student's record, or a determination arising from a juvenile court proceeding do not affect eligibility and do not need to be reported by the student.

- Applicable Legal Sanctions

Apart and distinct from seminary policies, employees and students who engage in the unlawful use, possession, or distribution of controlled substances, illicit or illegal drugs, or alcohol are subject to sanctions under local and municipal ordinances, Kansas statutes, Oklahoma statutes, the United States code, or other applicable local, state, and federal laws. Such sanctions could include, without limitation, fines and imprisonment.

Federal law prohibits possession, use, distribution, manufacture, or dispensing of controlled substances. The ultimate punishment for drug crimes generally depends on the quantity, classification, and purpose of possession of the drug. The most serious drug crimes are producing, manufacturing or selling illegal drugs.

Federal Drug Possession Penalties: (federal charges are not applicable unless it involves multi-state trafficking)

- First violation - a minimum fine of \$1,000 but no more than \$100,000, and a maximum jail term of one year.
- Second violation - a minimum fine of \$2,500 but not more than \$250,000, and/or minimum jail term of 15 days but not more than two years.
- Third or subsequent violation - a minimum fine of \$5,000 but not more than \$250,000 and/or a minimum jail term of 90 days but not more than three years.
- Federal penalties have special sentencing provisions for the possession of crack cocaine: a maximum fine of \$250,000 and/or a minimum jail term of five years but not more than 20 years, if it is a first conviction and the amount of crack cocaine possessed exceeds 5 grams; second crack cocaine conviction, and the amount possessed exceeds 3 gram; third conviction and the amount possessed exceeds 1 gram.

- Health Risks Associated with Abuse of Drugs and Alcohol

The use, misuse, and abuse of illicit or illegal drugs and alcohol can lead to or result in a variety of health risks. Whether the drug of choice is alcohol, marijuana, a prescription drug or cocaine, the habit can lead to a change in work habits, too. Some people may believe that drugs are harmless or even helpful. The truth is that drugs can have very serious, long-term physical and emotional health effects. And if drugs are mixed, the impact is even more detrimental. The following is a partial list of drugs and some of the consequences of their use. Only some of the known health risks are covered, and not all legal or illegal drugs are included:

- *Alcohol* is the most commonly abused substance in the work place. It produces short-term effects that include behavioral changes, impairment of judgment and coordination, greater likelihood of aggressive acts, respiratory depression, irreversible physical and mental abnormalities in newborns (fetal alcohol syndrome) and death. Long term effects include: damage to the liver, heart and brain; ulcers; gastritis; malnutrition; delirium tremens; and cancer.
- *Marijuana* impairs short-term memory comprehension, concentration, reaction time, and motivation. It may also cause paranoia and psychosis. Marijuana smoke contains more cancer-causing agents than tobacco smoke. The way marijuana is smoked enhances the risk of contracting lung disease and cancer.
- While *cocaine* and *crack* can speed up performance, their effect is short-lived. More lasting risks are short attention span, irritability and depression, seizure and heart attack.
- *Prescription drugs* are often used to reduce stress. However, they are not safe either, unless they are taken as directed. If abused, they can lead to sluggishness or hyperactivity, impaired reflexes, addiction and brain damage.
- Other drugs, such as *PCP*, *LSD*, *heroin*, *mescaline* and *morphine*, have a wide variety of negative health effects — from hallucinations and mental confusion to convulsions and death.

- Drug and Alcohol Dependency Testing

Saint Paul may require any student or employee, who is reasonably suspected of drug use, to undergo drug testing.

Drug and alcohol tests may be administered under the following conditions:

- If the employee or student exhibits conduct that would cause a reasonable person to believe that the employee is under the influence of drugs or alcohol
- If the employee demonstrates a level of job performance which suggests a drug or alcohol problem

An independent, professional laboratory will be used to test for the presence of controlled substances and alcohol when testing is necessary. Termination of employment or enrollment may occur as a result of a violation of any provision of this policy.

- Available Treatment

Saint Paul does not provide drug and alcohol counseling or treatment. Students and employees with substance abuse problems are encouraged, and, in some cases, may be required to use the services of appropriate off-campus resources.

*Oklahoma City Resources*

- **Reachout Hotline:** 1-800-522-9054
- **Oklahoma Alcoholics Anonymous:** <http://www.aaoklahoma.org>
- **Norman Alcohol and Drug Treatment Center:** (405) 573-6624  
P.O. Box 151, Norman, OK. 73070
- **Oklahoma County Crisis Intervention Center:** (405) 522-8100 or 1-800-522-9054  
1200 N.E. 13TH PO Box 53277 OKC, OK. 73152
- **A Chance to Change:** (405) 840-9000  
5228 Classen Circle OKC, OK.
- **Catalyst Behavioral Services** (Inpatient and Outpatient): (405) 232-9804  
3033 N. Walnut Ave. OKC, OK.
- **Jordan's Crossing, Inc.** (Inpatient & Outpatient; Inpatient females only): (405) 604-9644  
301 SW 74th OKC, OK.
- **North Care Center:** (405) 858-2700  
4436 NW 50th OKC, OK.
- **Quapaw Counseling Services:** (405) 672-3033  
1301 SE 59th Street OKC, OK.
- **The Referral Center** (Medical Detox): (405) 525-2525  
1215 NW 25th Street OKC, OK.
- **Specialized Outpatient Services, Inc.:** (405) 810-1766  
5208 N. Classen Circle OKC, OK.
- **Total Life Counseling:** (405) 840-7040  
3000 United Founders Bvd. Suite 239 OKC, OK.
- **Valley Hope** (Outpatient): (405) 946-7337  
6110 NW 63rd Street OKC, OK.

- Procedure for Distribution

This policy will be distributed annually to all students and employees through its inclusion in the Community Handbook which is also available on the Saint Paul web site, <http://www.spst.edu/Handbook-Catalog>.

Students at Saint Paul at Oklahoma City are subject to this policy and the policy of Oklahoma City University.

- Review

Saint Paul will conduct biennial reviews of this policy to determine its effectiveness, to implement changes as needed, and to ensure that sanctions are consistently enforced. Reviews implemented by the Masters Committee and Director of Human Resources will:

- Conduct and evaluate an alcohol and drug use and opinion survey
- Assess effectiveness of mandatory drug treatment referrals
- Assess effectiveness of documented disciplinary actions
- Assess effectiveness of policy and information distribution.

A report of the review's findings will be submitted to the president for approval.

### **Smoke-Free Campus Policy**

At its Fall 2007 meeting, the Saint Paul School of Theology Board of Trustees approved this "Smoke-Free Campus" Policy as follows: In the interests of the health of all persons who use or visit the Saint Paul School of Theology campus, which grows out of Christian loving concern for the well-being of every individual, all of the campus buildings and grounds shall be free of smoke from tobacco products effective January 1, 2008.

Saint Paul will encourage, support and assist students and employees who desire to quit smoking by reimbursing their out of pocket expenses up to \$50 per month for up to 4 months of a smoking cessation program of their choosing, including consultation with a doctor and medical treatment with gum, patches and/or prescription medications. Students may request this financial support through the Dean of Students or the Associate Dean and Associate Director of Contextual Education (OKC).

# ADMISSIONS

Saint Paul School of Theology selects from among its applicants persons whose ability is judged equal to the demands of graduate professional education, whose personal qualifications and leadership potential are consistent with the requirements of ministry, and whose seriousness of purpose is clear. Admission is granted without regard to denominational preference, national origin, economic status, theological preference, or sexual orientation. Saint Paul School of Theology follows a policy of equal opportunity and affirmative action in its admission and financial aid policies.

No one pattern of pre-seminary studies can be prescribed to meet the breadth of understanding and skills required in the practice of ministry to the contemporary church. Ideally, a student should come to Saint Paul with a strong background in history, philosophy, literature and social sciences. These studies should equip new students to embark on seminary studies with confidence, thinking clearly and reading, writing, and speaking English effectively.

Saint Paul School of Theology has a rolling admissions policy. Degree-seeking students wanting to attend the fall semester should begin the admissions process and complete the Free Application for Federal Student Aid (FAFSA), located at [www.fafsa.ed.gov](http://www.fafsa.ed.gov), before April 1. This will give them the opportunity to be admitted early and have the greatest eligibility for financial assistance from the institution. For the winter session or spring semester, applicants should begin the process before October 1 to be admitted by November 1. Applicants interested in student pastor appointments with The United Methodist Church should ordinarily complete their application in time to receive an admissions decision by April 1. It will be critical for such applicants to be in close communication with denominational representatives. For summer (Non-Degree) admission, the application process should be completed no later than April 30.

To be considered for admission, an applicant must provide the following materials to the Admissions/ Office:

- Master's Degree Programs

Application Procedures: MDIV, MACM, MA(TS) Degrees

1. A complete application for admission form.
2. Official academic transcripts from colleges or seminaries attended. Prior institutions must be accredited by a regional Association of Colleges and Schools. **A minimum grade point average of 2.8 or higher (on a 4.0 scale) is required.**
3. Three letters of recommendation are required. Each letter should be sent directly to the Admissions/ office with the recommender's signature across the envelope seal. E-mailed recommendation letters will be accepted as well. Recommendation forms are included in the Saint Paul application packet. Additionally, recommendation forms can be printed from the Saint Paul website at [www.spst.edu](http://www.spst.edu). It is important that applicants distribute these forms as soon as possible. Recommendations from family members are not acceptable.
4. A personal statement of approximately 2 to 4 double-spaced typed pages. The essay should demonstrate writing skills appropriate to graduate work. For more information, see the Admissions form.
  - a) **Master of Divinity and Master of Arts in Christian Ministry applicants:** Applicants should describe their background in the Christian faith, especially the influences that have led to interest in ministry. Applicants should indicate their ministry area of interest, areas with need for personal growth and development, and a description of current status with their denomination in preparation for ordained ministry, as well as their plans following completion of study at Saint Paul School of Theology.

b) **Master of Arts (Theological Studies) applicants:** Applicants should describe their interest in advanced theological study, indicating which discipline, concentration, or competency would be their focus, and the relation to their personal goals. Applicants should include their plans following completion of study at Saint Paul School of Theology.

5. A completed background check disclosure and authorization form.\*

6. A **\$50.00** non-refundable application fee.

\*Background check will be conducted by the seminary for each seminary applicant as a condition of enrollment. The cost of the background check is included in the application fee.

An applicant file is complete when all material listed above has been received. All decisions made by the Master's Degree Committee regarding the application are final.

If an applicant's undergraduate program is deficient in any critical areas or skills, the applicant may be admitted but required to complete additional remedial work that will not be credited toward the degree. Such requirements will be made known to the student at the time of admission or at such time as a deficiency is discovered.

• Advanced Placement: MACM or MA(TS) Degrees

Students who complete a Master of Divinity degree at Saint Paul School of Theology or another ATS-accredited school may qualify for advanced placement when they apply to the MACM or MA(TS) degree program. In addition to receiving approval from the Admissions Committee, applicants must meet the following requirements:

- Advanced standing applicants must have completed the MDiv degree at an appropriately accredited institution before beginning course work toward a degree with advanced standing at Saint Paul.
- Advanced standing applicants must have achieved an MDiv grade point average of 3.0 or higher.
- Students admitted to advanced standing in MACM or MA(TS) degree programs must complete at least 30 credit hours of upper level courses and a summative evaluation at Saint Paul School of Theology.
- Students admitted to advanced standing must complete their degree no later than six years from their matriculation in the prior (MDiv) degree.
- Students admitted to advanced standing who designate a specialization must complete the required 15 semester hours for that specialization while at Saint Paul School of Theology.

**Financial Aid**

The Financial Aid Office determines annually the costs of attendance, which include tuition, fees, books supplies, transportation, and room/board. The approved costs are used in order to determine financial need for seminary grants and Federal Direct Education Loans.

• Greater Kansas City Campus

**1. Full-time Cost of Attendance: MDIV, MACM, and MA(TS) Students**

The following has been approved for master's students for the nine-month (fall, winter, and spring terms) academic year 2013-2014:

Tuition (24 hours x \$570)	\$13,680
Miscellaneous (Fees)	1,500
Books & Supplies	1,200
Transportation	3,000
Room & Board	11,000
9 month total cost of attendance	\$30,380

**2. Summer 2014 Full-time Cost of Attendance: MDIV, MACM, and MA(TS) Students**

The following has been approved for master's students for the 3-month summer term.

Tuition (6 hours x \$570)*	\$3,420
Miscellaneous (Fees)	300
Books & Supplies	300
Transportation	1,002
Room & Board	3,666
3 month total cost of attendance*	\$8,688

\*Applicants should consult with the Office of Financial Aid for any tuition increase for the summer term.

**3. Part-time Cost of Attendance: MDIV, MACM, and MA(TS) Students**

The following has been approved for master's students for the nine-month (fall, winter, and spring terms) academic year 2013-2014:

Tuition (15 hours x \$570)	\$8,550
Miscellaneous (Fees)	1,500
Books & Supplies	900
Transportation	3,000
Room & Board	11,000
9 month total cost of attendance	\$24,950

**4. Summer 2014 Part-time Cost of Attendance: MDIV, MACM, and MA(TS) Students**

The following has been approved for master's students for the 3-month summer term.

Tuition (3 hours x \$570)*	\$1,710
Miscellaneous (Fees)	300
Books & Supplies	150
Transportation	1,002
Room & Board	3,666
3 month total cost of attendance*	\$6,828

\*Applicants should consult with the Office of Financial Aid for any tuition increase for the summer term.

• Oklahoma City Campus

**1. Full-time Cost of Attendance: MDIV, MACM, and MA(TS) Students**

The following has been approved for master's students for the nine-month (fall, winter, and spring terms) academic year 2013-2014:

Tuition (24 hours x \$570)	\$13,680
Miscellaneous (Fees)	1,500
Books & Supplies	1,200
Transportation	4,000
Room & Board	12,000
9 month total cost of attendance	\$32,380

**2. Summer 2014 Full-time Cost of Attendance: MDIV, MACM, and MA(TS) Students**

The following has been approved for master's students for the 3-month summer term:

Tuition (6 hours x \$570)*	\$ 3,420
Miscellaneous (Fees)	300
Books & Supplies	300
Transportation	2,000
Room & Board	4,500
3 month total cost of attendance*	\$10,520

\*Applicants should consult with the Office of Financial Aid for any tuition increase for the summer term.

**3. Part-time Cost of Attendance: MDIV, MACM, and MA(TS) Students**

The following has been approved for master's students for the nine-month (fall, winter, and spring terms) academic year 2013-2014:

Tuition (15 hours x \$570)	\$8,550
Miscellaneous (Fees)	1,500
Books & Supplies	900
Transportation	4,000
Room & Board	12,000
9 month total cost of attendance	\$26,950

**4. Summer 2014 Part-time Cost of Attendance: MDIV, MACM, and MA(TS) Students**

The following has been approved for master's students for the 3-month summer term.

Tuition (3 hours x \$570)*	\$1,710
Miscellaneous (Fees)	300
Books & Supplies	150
Transportation	2,000
Room & Board	4,500
3 month total cost of attendance*	\$8,660

\*Applicants should consult with the Office of Financial Aid for any tuition increase for the summer term.

## Doctoral Program

Admission to the Saint Paul School of Theology Doctor of Ministry (DMin) program is granted to qualified applicants with a desire to build upon their accumulated ministerial experience and further deepen their competency in ministry. The DMin program begins in the winter session every year with the DMin Orienting Seminar.

October 1 is the recommended deadline for applicants residing in this country. All basic application materials for the DMin degree program should be received by October 1. (Applicants eligible for US financial aid must complete the Free Application for Federal Student Aid (FAFSA) [www.fafsa.ed.gov](http://www.fafsa.ed.gov) by September 15). Additional components of the DMin application, including letters of recommendation, should be submitted and the application fee paid no later than October 15. The application will then be reviewed and the applicant notified of the Doctor of Ministry Degree Committee's decision regarding admission. All decisions made by the Doctor of Ministry Degree Committee are final.

Applicants admitted to the program must respond with a statement of intent to attend and payment of confirmation fee before registration can be processed. Upon receipt of an applicant's confirmation fee, Saint Paul will provide an institutional email account and the new student may complete registration. Advance assignments for winter session courses will be posted to the Registrar's tab at [www.spst.edu](http://www.spst.edu) for at home study to begin November 15.

### • Application Procedures: Doctor of Ministry

1. A completed application for admission form.
2. Official academic transcripts from every college, university, graduate school, and seminary from which the applicant has received a total of **fifteen** or more credit hours. An MDiv degree (or Bachelor of Divinity (BD) or equivalent professional ministerial degree) is required from a seminary accredited regionally and by the Association of Theological Schools in the United States and Canada. Applicants should have a cumulative grade point average of 3.0 or higher on a 4.0 scale. See below for additional information regarding MDiv equivalency determination.
3. Four letters of recommendation are required. Each letter should be sent directly to the Admissions office with the recommender's signature across the envelope seal. E-mailed recommendation letters will be accepted as well. Recommendation forms are included in the Saint Paul application packet. Additionally, recommendation forms can be printed from the Saint Paul website at [www.spst.edu](http://www.spst.edu). It is important that applicants distribute these forms as soon as possible. Recommendations from family members are not acceptable.
4. A personal statement of purpose. Briefly narrate background, positions in ministry, continuing education experiences, and future plans for ministry; with the latter comprising no more than one page of the total four double-spaced typed pages. The applicant should state his or her purpose in pursuing the DMin degree and how pursuing the degree at Saint Paul will enhance his or her ministry. The applicant should refer to experiences and theological resources that inform his or her interests.

5. A theological writing analysis of a situation in ministry (no more than four double-spaced typed pages). There are two options for the theological writing analysis:
  - a) The applicant analyzes a poignant ministerial situation from an explicitly defined theological perspective. Carefully selected biblical, historical, and theological sources should inform the applicant's thinking. Theological issues implicit in the situation should be addressed and constructive suggestions for ministry offered. This reflection should be related substantively to the applicant's primary interests in the DMin degree.
  - OR
  - b) The applicant submits a previously written work (e.g., an academic paper or a theologically substantive sermon). If the paper or sermon exceeds the page limit, applicants should indicate the four pages that they wish the committee to read.

Important Notice:

The theological writing analysis will be used by the Doctor of Ministry Degree Committee to evaluate the applicant's ability to:

- a) Accurately present and critically assess the argument of a text.
  - b) Develop an informed analysis of the situation vis-à-vis authoritative texts. Theological explication (e.g., how God is understood in this situation; how people are related to one another and to God; how grace and sin are manifested in the situation) and grounding in theological disciplines is especially important. Applicants should also offer constructive suggestions for future practice.
6. A completed background check disclosure and authorization form.\*
  7. A **\$60.00** non-refundable application fee.

\* A background check will be conducted by the seminary for each seminary applicant as a condition of enrollment. The cost of the background check is included in the application fee.

### **MDiv Equivalency for DMin Admission**

Graduate work in other master's degree programs may be assessed for MDiv equivalency if the applicant does not have an MDiv degree and wants to pursue a DMin. Official academic transcripts from every college, university, graduate school, and seminary from which the applicant has received master's program credit must be submitted for assessment of equivalency. The student will supply catalogs or catalog portions describing the courses and program of study. Additional material, such as course descriptions, syllabi, papers, or exams written for courses, may be required. The Doctor of Ministry Degree Committee will assess the materials in accordance with agreed-upon policies.

The Financial Aid Office determines annually the costs of attendance, which include tuition, fees, books supplies, transportation, and room/board. The approved costs are used in order to determine financial need for seminary grants and Federal Direct Education Loans.

#### • Greater Kansas City Campus

##### **1. Full-Time Cost of Attendance: DMIN Students**

The following has been approved for DMIN students for the 7.5 month (winter, and summer terms) academic year 2013-2014:

Tuition (11 hours x \$570)	\$6,270
Miscellaneous (Fees)	600
Books & Supplies	600
Transportation	2,800
Room & Board	10,200
7.5 month total cost of attendance	\$20,470

**2. Part-Time Cost of Attendance: DMIN Students**

The following has been approved for master’s students for the 7.5 month (winter, and summer terms) academic year 2013-2014:

Tuition (7 hours x \$570)	\$3,990
Miscellaneous (Fees)	600
Books & Supplies	450
Transportation	2,800
Room & Board	10,200
7.5 month total cost of attendance	\$18,040

• Oklahoma City Campus

**1. Full-time Cost of Attendance: DMIN Students**

The following has been approved for master’s students for the nine-month (winter, and summer terms) academic year 2013-2014:

Tuition (11 hours x \$570)	\$6,270
Miscellaneous (Fees)	600
Books & Supplies	600
Transportation	3,000
Room & Board	10,500
7.5 month total cost of attendance	\$20,970

**2. Part-time Cost of Attendance: DMIN Students**

The following has been approved for master’s students for the nine-month (winter, and summer terms) academic year 2013-2014:

Tuition (7 hours x \$570)	\$3,990
Miscellaneous (Fees)	600
Books & Supplies	450
Transportation	2,950
Room & Board	10,350
7.5 month total cost of attendance	\$18,340

*\*Applicants should note that the budget represents a nine-month academic year. Further, individual personal expenses may vary widely. Students should consult early in the year with the Financial Aid Office to address personal concerns.*

## **Non-Degree-Seeking Students**

### • Application Procedures: Master's-Level Classes

Four non-degree programs are available at Saint Paul: Advanced Course of Study (United Methodist), Professional Certification, Deacon in Full Connection (United Methodist, Basic Graduate Theological Studies), Denominational Studies (United Methodist only).

1. A complete application for admission form.
2. Official academic transcripts from colleges or seminaries attended by the applicant and accredited by a regional Association of Colleges and Schools or the Association of Theological Schools in the United States and Canada. **A minimum cumulative grade point average of 2.8 or higher on a 4.0 scale is required.**
3. Three letters of recommendation are required. Each letter should be sent directly to the Admissions/Financial Aid office with the recommender's signature across the envelope seal. E-mailed recommendations will be accepted as well. Recommendation forms are included in the Saint Paul application packet. Additionally, recommendation forms can be printed from the Saint Paul website at [www.spst.edu](http://www.spst.edu). It is important that applicants distribute these forms as soon as possible. Recommendations from family members are not acceptable.
4. A personal statement of approximately one to two typed pages. Explain your plans for study at Saint Paul School of Theology. Describe your interest in theological study, including the specific course(s) in which you plan to enroll and how this coursework relates to your vocational goals for personal enrichment. Include your plans following completion of the course(s) and your ministry or learning goals.
5. A completed background check disclosure and authorization form.\*
6. A **\$50.00** non-refundable application fee.

\* A background check will be conducted by the seminary for each seminary applicant as a condition of enrollment. The cost of the background check is included in the application fee.

### • Application Procedures: Doctoral Classes

Individuals wishing to take courses for personal or vocational enrichment at the Doctor of Ministry level may be granted admission to non-degree status at the doctoral level. Non-degree students at this level must submit an application for non-degree status that meets minimum requirements for admission to the DMin program. A non-degree student at this level may take no more than a total of 11 credit hours and is not eligible for financial aid.

## **International Students**

1. Applicants to English-language programs at Saint Paul for whom English is a second language must submit official documentation of having passed the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the written (TOEFL) test, 213 on the Computer-based test (cBT) or 79-80 on the internet-based test (iBT). Alternatively, an applicant may provide documentation that they have earned a prior degree in a program taught in English.
2. Upon application, international students must provide documentation of financial support to the Office of Financial Aid. An I-20 form will not be processed until the applicant has been admitted and has demonstrated adequate financial support.

*Note:* DMin applications from outside the United States should be postmarked no later than September 15 to ensure timely processing of all necessary paperwork.

# FINANCES

## Tuition Rates for 2014-2015

Beginning summer term 2014, tuition rates at Saint Paul School of Theology will be assessed as follows:

**\$570** per credit hour MDiv, MA(TS), and MACM

**\$570** per credit hour DMin – General Program and all other DMin Tracks

### • Student Fee Descriptions and Amounts

#### 1. **Application Fee - \$50**

Required of applicants to Saint Paul School of Theology, a fee of \$50 is required of master's level and non-degree-seeking applicants. Applicants to the doctor of ministry program must submit a \$60 application fee.

#### 2. **Audit Fees**

Auditors receive no academic credit or faculty evaluation, but are entitled to attend Saint Paul courses for personal enrichment. Degree-seeking students currently enrolled for other credit-bearing courses may audit courses for \$75 per course. A special auditor rate of \$200 per course is offered to alumni of Saint Paul. Qualified members of the community at large are entitled to audit Saint Paul courses at a rate of \$175 per credit hour. Inquiries should be made to the Director of Admissions for further information.

#### 3. **Confirmation Fee - \$150**

Admitted students are required to confirm their intention to attend, to reserve their place in the entering class and to secure grants and other financial aid offered by paying a non-refundable fee of \$150. Accepted applicants may defer enrollment up to one year. Thereafter, if the applicant chooses to reapply, a new confirmation fee must be paid.

#### 4. **Continuing Education Fee - \$200**

Courses available for continuing education credits within the master's level curriculum appear coded "CEU" on course schedules for each term. Alumni and qualified members of the community at large are entitled to take these courses for continuing education credits at a cost of \$200 per credit hour. Inquiries should be made to the Director of Admissions for further information.

#### 5. **DMin Thesis/Project Fee - \$100**

Doctor of Ministry students in their final semester are assessed \$100 to cover administration costs.

#### 6. **Graduation Fee - \$275**

Each graduating student at Saint Paul is assessed a \$275 graduation fee. Fees collected help to cover the costs of diploma printing, commencement speaker, additional security and food service personnel, and other costs related to graduating students and commencement. It is expected that students will participate in all facets of this important event. The fee will not be waived for non-participants.

#### 7. **Independent Study Fees - \$100**

Students who initiate approved independent studies will be assessed a fee of \$100 to cover administration costs (in addition to regular tuition).

#### **8. Returned Check Fee - \$25**

A charge of \$25 will be assessed to students made for each check returned for insufficient funds. The amount of the check plus the return check charge will be billed to and carried on the student's account until paid. Persons with repeated incidents of checks returned for insufficient funds will forfeit check-cashing privileges.

#### **9. Student Infrastructure Fees - \$525, 6 or more credit hours, \$300, 5 or fewer credit hours**

A single, all-inclusive fee of \$525 (students taking 6 or more credit hours) or \$300 (students taking 5 or fewer credit hours) is charged to all students at the time of registration for each semester/term enrolled. This assessment funds a portion of campus-wide services and infrastructure that support classroom education and the community formation experience. Services include the campus computer network infrastructure equipment and services, network management and monitoring equipment and software, video conferencing equipment and services, classroom AV equipment purchase and maintenance, internet access fees, electronic security firewalls and filters, course management software, email services, software purchases and upgrades, community meals (as outlined in this handbook), and security services.

#### **10. Student Council Activity Fee - \$75, 6 or more credit hours, \$45, 5 or fewer credit hours**

Students in any of the master degree programs are charged \$75 ((students taking 6 or more credit hours) or \$45 (students taking 5 or fewer credit hours) at registration for each spring or fall semester/term. The fee may be refunded only when a student withdraws from all classes before the semester/term begins. No assessment is made for winter or summer terms.

#### **11. Miscellaneous Charges**

- ID Cards  
    \$20 for replacement of card
- Lost Library Item Charges  
    Varies up to \$120 per item, including a \$15 processing charge
- Official Transcript  
    \$5 per transcript for graduates and former students, \$10 per transcript if expedited. No charge for currently enrolled students unless expedited, in which case the fee is \$5 per transcript.
- Overdue Library Item Charges  
    \$0.05 to \$0.20 per day per item

### **Student Accounts**

Enrollment in courses at Saint Paul School of Theology is a privilege. Students are expected to demonstrate a level of accountability in fulfilling financial obligations to the seminary appropriate to those entrusted with ministry to the church. Students are responsible to be informed of and to observe all regulations and procedures regarding the payment of fees and the entitlement to refunds. Payments may be made via the web at <http://www.spst.edu/HOME> or mailed to Saint Paul's lockbox address at:

Group 1  
Saint Paul School of Theology  
P. O. Box 843740  
Kansas City, MO 64184-3740

In accordance with institutional policy, students with outstanding indebtedness to the seminary will not be permitted to register for a subsequent semester/term or receive academic records/transcripts. All prior balances

must be paid in full or be current on an approved payment plan before registering for a subsequent semester/term. Students will be allowed to add classes, based on availability, only after payment is complete. Students failing to pay a deferred payment agreement installment when due give Saint Paul School of Theology the right without notice to declare all remaining installments to be immediately due and payable. Saint Paul School of Theology reserves the right without notice to report student account delinquencies to the Academic and Professional Development Committee.

The seminary has a comprehensive billing process to collect outstanding balances. The seminary will make three collection efforts. At that point, students who have failed to respond will have collection holds placed on their accounts. The account will then be turned over to an external collection agency and assessed a collection fee. The student will be responsible for all collection costs, including agency fees, attorney fees and court costs, in addition to whatever amounts are owed to the seminary.

Accounts of graduating students must have a zero balance or payment plan approved 2 weeks prior to Commencement by the Accounting and Finance Office in order for the student to participate. Graduates with approved outstanding payment plans will receive their diplomas only when their accounts have been paid in full.

- Enrollment, Financial Aid, Billing, and Payment Cycle 2014-2015 Year

	Fall 2014	January 2015	Spring 2015	Summer 2015
Student documents outside anticipated financial assistance on the Saint Paul form provided by the Financial Aid Office.	Monday, July 21	Monday, December 1	Monday, December 15	Monday, May 25
Bills are sent to students at students' preferred address including all anticipated financial aid.	Monday, July 28	Monday, December 8	Monday, December 22	Monday, June 1
Deadline for students to make payment or set up payment plan for upcoming term.	Monday, August 11	Monday, December 22	Monday, January 12	Monday, June 15
Letters are sent to students notifying them that they will be dropped from classes on the first day of the term if payment arrangements have not been made.	Monday, August 18	Friday, January 2	Monday, January 19	Monday, June 22
The Registrar drops the registration for students who have not paid or set up payment plan.	Monday, August 25	Monday, January 5	Monday, January 26	Monday, June 29

- Tuition Payment Policy

It is expected that Saint Paul students will honor their financial commitments. Tuition and fees are due 10 business days prior to the start of the semester/term. If a student's church or agency is to pay tuition, a letter from the church/agency should be presented to the Financial Aid Office 25 business days prior to the first day of the semester/term. If payment is being made with a student loan, the loan check must be endorsed by the student before it can be credited to a student's account. Funds sent by EFT (Electronic Funds Transfer) will be credited to a student's account when received.

- Payment Plans

Students unable to meet their financial obligations must make payment arrangements with the Accounting and Finance office no later than 10 business days prior to the start of the term. Failure to pay by the due date, to set up an approved payment plan, or to make satisfactory payments on or before the due date will result in a “no attendance hold” being placed on the student’s account.

- No Attendance Holds

A no attendance hold bars a student from adding additional classes or participating in the deferred payment program in the future. The Registrar will not release official transcripts or narrative grades to students on hold. Further, the Registrar will be instructed to drop all courses for which a student on hold is registered on the first day of the semester/term if the conditions of the approved payment plan are not met. This plan includes a schedule of payments, which provides for payment of the balance in full prior to the end of the current term.

- Withdrawals

Any student wishing to withdraw from all classes prior to the start of the term should notify the school immediately. Students who withdraw during the drop/add period will receive a full refund of tuition and fees. A withdraw becomes official on the date that the Registrar receives a completed withdraw form. If a student withdraws from Saint Paul School of Theology, all installment payments are due in full and subject to the refund policies of Saint Paul School of Theology. The total amount owed, and any necessary payments or possible refunds will be determined by the date of official withdrawal from the seminary.

After the drop/add date, refunds or credits on balances due for students who have withdrawn are based on tuition and fees only (acceptance deposits are non-refundable). Fall and spring terms, 50% refund of tuition only if student drops after last day of drop/add date but by close of business two weeks following the drop/add date. There is No refund for summer and winter terms for any drops after first day of the TERM.

- Unofficial Withdrawal

In compliance with Federal Regulations relating to financial aid, Saint Paul School of Theology must determine whether a return of Title IV federal funds is necessary when a student fails to attend or ceases to attend class and does not withdraw. This situation is referred to as an "unofficial withdrawal."

A process must be in place to identify students who fail to attend or cease to attend classes without officially withdrawing. It is also necessary to have procedures to facilitate the required calculations determining the amount of Title IV federal funds which must be returned to the US Department of Education as a result of such unofficial withdrawals.

Once the last date of attendance is established, the Director of Student Financial Services will calculate the amount and type of funds to be returned to the federal aid programs, if any, in accordance with federal regulations. Students who attended through the 60% point of the term may be considered to have earned all federal aid.

- Leave of Absence- Federal Financial Aid

Saint Paul School of Theology understands some students may need to leave school for an extended period of time. Students should be aware that any leave from the institution may have an impact on current as well as future financial aid. This may include repaying a portion of funds received in the current semester. You will be billed for any amount due to Saint Paul as a result of Title IV funds that were returned that would have been used to cover Saint Paul charges. Students considering a leave of absence should meet with the Director of Student Financial Services to ascertain if any funds are to be immediately returned to lenders and the impact on future financial aid.

In compliance with federal regulations, for federal financial aid purposes, a Leave of Absence is treated the same as a withdrawal. If you are considering taking a leave of absence, please be aware of the following:

- a) In accordance with financial aid regulations, a leave of absence cannot exceed 180 days. If your leave of absence exceeds 180 days your loan will go into repayment status.
- b) You must make a written request to be granted a leave of absence.
- c) You will be required to complete exit counseling.
- d) It will be necessary to reapply for loans upon return to school.
- e) You must notify the Director of Student Financial Services upon your return to school, so that your lender, guaranty agency, and National Student Loan Data System (NSLDS) can be notified.

- Withdraw Hardship

Students experiencing emergencies that render them unable to engage in academic work for the remainder of the semester may receive a transcript notation of Withdraw Hardship (WH) provided they drop all of the courses for which they have registered in the semester. All institutional aid is forfeited for that semester. The VPAAD (GKC) or Academic Dean (OKC) may grant a WH only once to a student in his or her academic tenure. Petitions for exceptions should be directed to the VPAAD for consideration.

- **Students receiving a Withdrawal Hardship will:**

- a) Receive tuition credit equal to amount tuition charged during the current semester only. (Fees are non-refundable.)
- b) Receive a cash refund for any tuition fees paid by the student.
- c) Be subject to repayment terms of any used Title IV federal financial aid as mandated by the federal government.

- **To receive a WH designation, a student must:**

- a) Drop all classes registered for in the semester in which WH is requested;
- b) Document in writing the reason for the request and submit it to the Vice President for Academic Affairs and Dean (GKC), or the Academic Dean and the Associate Dean and Associate Director of Contextual Education (OKC);
- c) Receive approval from the Vice President for Academic Affairs and Dean (GKC), or the Academic Dean and the Associate Dean and Associate Director of Contextual Education (OKC). The decision will be communicated by the appropriate dean to the student; and
- d) If approved, the decision will be communicated to the student's course instructors, who shall submit a WH as the final grade for the student.

## **Federal Return of Title IV Aid Policy**

For students who receive federal financial aid and who withdraw (including transfers and leaves of absence) from ALL classes on or before 60% of the term has elapsed, Saint Paul will calculate, according to federal regulations, any amounts disbursed that must be returned to the Title IV programs.

- **Step 1:** Determine the percentage of the enrollment period the student attended before withdrawing (days attended divided by total days in the period).
- **Step 2:** Determine the amount of Title IV aid earned by multiplying the total Title IV aid for which the student was awarded by the percentage of time enrolled.
- **Step 3:** Compare the amount earned to the amount disbursed. If more aid was disbursed than earned, determine the amount of Title IV aid that must be returned by subtracting the earned amount from the disbursed amount.
- **Step 4:** Allocate the responsibility for returning unearned aid between the school and the student according to the portion of disbursed aid that could have been used to cover institutional charges and the portion that could have been disbursed directly to the student once the institutional charges were covered.
- **Step 5:** Distribute the unearned funds back to the appropriate Title IV program.

You will be billed for any amount due to Saint Paul as a result of Title IV funds that were returned that would have been used to cover Saint Paul charges.

### • Order of Refunds for Students with Financial Aid

Refunds due to students who are receiving Student Financial Assistance funds will be made in the following order:

- Unsubsidized Federal Stafford Loans;
- Other Assistance Awarded by Title IV of the HEA
- Other Federal, State, Private or Institutional Assistance
- The Student

## **Tuition Refund Policy**

To receive a tuition refund, a student must drop the course(s) using (wherever possible) the on-line Self- Service option by the dates indicated below. Any difficulties with this system should immediately be reported to the Registrar. If internet connection is unavailable, drop/add forms can be obtained from the Registrar's Office. The official drop date for determining a refund shall be the date the process is completed on line or on which the drop/add form is received and dated by the registrar.

Tuition refunds for the all terms will be calculated according to the schedule below.

**Please note:** Dropping and adding classes after the semester/term has started may result in a reduction in the total number of hours for any semester or term. If so, it may affect current and future financial aid eligibility. Please consult with the Director of Student Financial Services to avoid any unexpected financial consequences. Please see *Satisfactory Academic Policy (SAP): MACM, MA(TS), MDiv, and DMIN Satisfactory Progress for Financial Aid Institutional Aid*.

<b>% of Tuition Refund</b>	<b><i>On or before date drop form must be received by Accounting and Finance Office</i></b>
100	<b>Fall and Spring terms-</b> refund of both tuition and fees if student drops by close of business on last day of drop/add period
50	<b>Fall and Spring terms-</b> refund of tuition only if student drops after last day of drop/add date, but by close of business two weeks following the drop/add date
100	<b>Summer and Winter terms-</b> refund of both tuition and fees if student drops before the first day of the TERM
0	<b>Summer and Winter terms-</b> No refund for any drops after the first day of the TERM

- Dates specific to the 2014 – 2015 Academic Year

<b>Refund %</b>	<b>Fall semester 2014</b>	<b>Spring semester 2015</b>
100	On or before September 9	On or before February 9
50	On or before September 16	On or before February 16

- Non-Refundable Items

Fees as listed under Fee Descriptions, Saint Paul need-based grants, and Saint Paul scholarships.

- Add/Drop of Courses Contacts

<b>Subject</b>	<b>Contact</b>	<b>Phone</b>
Financial aid impact of adding/dropping courses	Director of Student Financial Services	913-253-5050
Billing/Cost impact of adding/dropping courses	Coordinator of Student Accounts	913-253-5051
Academic degree plan impact of adding/dropping courses	Registrar	913-253-5056

## **Financial Aid**

The Financial Aid Office provides assistance to students to make theological education affordable. The Financial Aid Office provides assistance to students through two programs: Saint Paul scholarships/grants, and Stafford loans under the Federal Direct Loan Program. All Saint Paul scholarships/grants and the loan program require enrollment in at least half-time status. No financial assistance is available from Saint Paul for non-degree students.

- **Saint Paul Scholarships and Grants**

- a) **Merit-based**

- Saint Paul Merit-based scholarships are available to entering master's students. Criteria for entering students include promise for leadership in ministry and academic excellence in undergraduate studies. As a returning student to maintain the Saint Paul scholarship, the student must meet the GPA requirement of the scholarship. Saint Paul scholarships for returning students do not increase over time. The scholarship stays the same as when the student entered into Saint Paul.

- b) **Awards**

- Awards are given each year for students who have achieved a superior level of excellence in designated areas of study or contribution to the Saint Paul community. Most are selected by the faculty and credited to a student's account toward a future term's tuition.

- c) **Named Endowed Scholarship Funds**

- These are restricted funds, available only for student need-based tuition aid.

- **Scholarships and Grants from Outside Sources**

The Financial Aid Office provides information to applicants and current students about potential outside sources of educational support. Students should also check with their denomination and local church to see what assistance may be available.

## **Loan Programs**

- **United Methodist Student Loans**

United Methodist students in a degree program are eligible to apply for this loan. The maximum amount available is \$5,000 per calendar year. The principal is deferred until six months after dropping below half-time status. Interest accrues while the student is enrolled.

- **Federal Direct LOAN Program**

William D. Ford Federal Direct Loan Program

Saint Paul School of Theology participates in the William D. Ford Direct Loan Program, which has two types of loan: subsidized and unsubsidized. Subsidized is based on financial need and unsubsidized is awarded not on the basis of need and interest is charged once the loan is disbursed.

As of July 1, 2012, The Department of Education eliminated the graduate subsidized loan. Graduate students will still have an annual loan limit of \$20,500 that will be available as an unsubsidized loan. The U.S. Department of Education will continue to be the lender of this low-interest loan offered by the federal government. The interest rate for the unsubsidized loans is a fixed rate of 6.8%. There is a small loan origination fee of 1% that the federal government charges for each loan. This fee will be deducted by the Department of Education before the loan funds are sent to the school. Master students must be enrolled at least half-time (6 hours fall or spring; 2 hours summer) to participate in this loan program. Also, Doctor of Ministry students must be enrolled at least half-time (2 hours winter and 2 hours summer) to participate in this loan program. This loan amount will be based on your cost of attendance minus EFC and any other financial aid that you will receive, such as scholarships. You may receive less than the maximum amount if you receive other aid that covers a portion of your cost of attendance.

The total debt you can have for all outstanding Direct and FFELP Stafford Loans (including prior schools) combined is \$138,500 as a graduate student. The graduate debt limit does not include Graduate PLUS amounts.

Note: The interest rate is not set by Saint Paul, but is set by the federal government. You may repay your loan early, as there is no early loan repayment penalty. The federal unsubsidized loans are guaranteed by the federal government. Only one application is needed and no co-signer is required.

- **Rights & Responsibilities- Federal Direct LOAN Program**

You understand that you have a right to the following:

- Written information on your loan obligations and information on your rights and responsibilities as a borrower before signing a promissory note.
- A disclosure statement before you begin to repay your loan that includes information about interest rates, fees, the balance you owe, and the number of payments.
- Deferment of repayment or forbearance for certain defined periods, if you qualify and if you request a deferment or forbearance.
- Prepay your loan in whole or in part anytime without an early- repayment penalty.
- A copy of your MPN either before or at the time your loan is disbursed.
- Receipt of documentation that your loan(s) is/are paid in full.

- Your Responsibility- As a Financial Aid Borrower

Notifying the Financial Aid Office and the Department of Education if you:

- Plan to drop below half-time status, or withdraw from school

If you received federal funds:

- You must complete exit counseling before you leave school or If you drop below half-time enrollment

Repaying your loan even if:

- You do not complete your academic program
- You are dissatisfied with the education you received, or
- You are unable to find employment after you graduate

Notify the Registrar's Office and the Financial Aid Office if:

- You change your address
- You change your name while enrolled
- You transfer to another school, or
- You fail to enroll or reenroll in school for the period for which the loan was intended
- Manage your student loan debt by making monthly payments on your loan, unless you have a deferment or forbearance
- Notifying the Department of Education of anything that might alter your eligibility for an existing deferment or forbearance

- Responsible Borrowing

Never borrow more aid than you absolutely need. There are many things you cannot live without, for example: food, shelter, tuition and books. However, it is important to manage the expenses you can control and substitute for less expensive alternatives. Remember every dollar not borrowed is another dollar that does not have to be repaid, with interest. One of the first things you should do before attending Saint Paul is to make a budget. Create a list all of your monthly expenses and compare your list to the funds you have available throughout the semester. If you have never made a budget, you should start by tracking all of your expenses for at least 3 months to get an idea of your average monthly expenses. Upon creation of your budget, if you have more expenses than funds, you need to find areas to cut back. Focus on the things you need, not the things you want.

An important thing to keep in mind is that the funds you're borrowing for school are educational loans. These funds should be used for school and living expenses, not for luxuries you'll be able to afford later on. You should always be aware of the interest rates and terms for any loans, including credit cards. (Never sign up for a credit card just to get something free). While in school, credit cards should be used for emergencies ONLY and in no way, or by no means to cover monthly expenses.

- Repaying Your Loans

When you begin repayment, pick the repayment plan that is right for you. Upon leaving school, you will be required to complete the exit counseling, and the federal loan servicer will explain to you the different repayment options. If for some reason you are having trouble making a payment, do not ignore the loan. You should contact your loan servicer immediately, so that they can assist you. It is important to keep your loans from becoming delinquent as there can be serious consequences affecting your ability to purchase a home, a car and accessing other credit.

*\*Remember, the less you borrow, the less you have to repay.*

## Applying for Federal Financial Aid

### • Steps to Complete

- a) Request a personal identification number (PIN) from the U.S. Department of Education at [www.pin.ed.gov](http://www.pin.ed.gov)
- b) Complete the required Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
  - Have your 2012 tax information available or use the IRS Data Retrieval Tool that allows students to access the IRS tax return information needed to complete the FAFSA by transmitting data directly into their FAFSA.
  - If you are eligible to use the IRS Data Retrieval Tool, we recommend using this tool as it's the easiest way to ensure your FAFSA has accurate information.
  - Saint Paul's federal code is G02509.
  - For assistance, call 1-800-433-3243 or the Financial Aid Office
- c) If you are selected for VERIFICATION by the Department of Education, you should contact our office for additional information. We will walk you through this process.
- d) Saint Paul will begin to process your financial aid once your enrollment status has been verified. We will mail you the financial aid application.
- e) Once we receive your Saint Paul Financial Aid application, we will mail you an award notice.
- f) You have the opportunity to refuse all or part of this award. If you decide you want to reduce/decline the award, you may line through the amount and write in a lesser amount, or you may send an email notification to [kim.Warren@spst.edu](mailto:kim.Warren@spst.edu). If we do not hear from you, we will consider the award as declined.
- g) First time borrowers at Saint Paul are required to complete entrance counseling, which provides repayment information and interest rates. You may complete this process by accessing this link <https://studentloans.gov>.
- h) First time students at Saint Paul must complete an Electronic Master Promissory Note (MPN), which is a contract between you and your lender. You may access the MPN from <https://studentloans.gov>. Sign in using your SSN and PIN, select Complete MPN and click on the type of loan you would like to receive (i.e., the Subsidized/Unsubsidized).

### • Award Notice

You will receive a Financial Aid Award notice in the mail listing the following:

- Cost of Attendance:  
Estimated cost of attendance including tuition, fees, books, and living expenses.
- Your contribution:  
Your EFC as calculated by the Department of Education.
- Your federal financial need:  
Cost of attendance minus your contribution.

- Disbursements of Federal Financial Aid

All federal loan proceeds are received via electronic funds transfer (EFT). Before each disbursement is made, the student's eligibility will be reviewed to ensure that he or she remains eligible for the disbursement. If you are receiving financial aid, you must be enrolled at least half-time and adhere to the academic progress and Satisfactory Academic Progress (SAP) as outlined in the student handbook. We normally begin disbursing funds after the fourth week of add/drop period. You should be prepared to cover your expenses, i.e., food, rent, books, transportation, etc. until federal funds are disbursed and applied to your outstanding charges. After your charges have been paid, Saint Paul will refund remaining funds to you. Any refund will be sent out by check or Commerce Bank Debit Card.

To get your refund as soon as possible, setup the Commerce Bank Debit Card account. Detailed information about the Commerce Bank Debit Card is located in the Financial Aid Office.

- Satisfactory Progress for Financial Aid

- **(Part A) General Information**

Federal regulations require that financial aid recipients maintain SAP for continued eligibility of Title IV funding. Funding under this title includes the Federal Direct Loan program (unsubsidized loans for graduate students). This policy also includes all funding from Saint Paul School of Theology's institutional scholarships. The Director of Student Financial Services will determine the satisfactory progress of each student receiving assistance at the completion of the **spring semester for Master graduate** students and the **summer semester** for the **Doctorial graduate** students. All credits accepted by Saint Paul School of Theology from other institutions will be used to calculate eligibility. After grades are posted each spring (Master students) and summer (Doctorial students) semesters, the Director of Student Financial Services will review all students' current academic standing. Any student who fails to meet the following standards will be notified through their Saint Paul email account followed by a letter mailed. SAP for financial aid eligibility should not be confused with the institution's Academic Probation and Dismissal Policy.

*Financial Aid Warning*

Students who do not meet the SAP standards (see Part B) will be placed on Warning as a notice that their academic work is below the standard. While on Financial Aid Warning a Master graduate student must receive a 2.80 GPA for the semester as well as meet the requirements of the pace and the time frame standards. A Doctorial graduate student must receive a 3.00 GPA for the semester as well as meet the requirements of the pace and the time frame standards. If a student corrects the deficiency by grade changes or meeting the standards by work on his/her own, he/she will be removed from warning. Warning status cannot be appealed. Students are still eligible to receive Financial Aid while on Financial Aid Warning status.

*Financial Aid Suspension*

Students who do not meet the terms of their warning will be suspended and prohibited from receiving future aid until all standards are met. In addition, any graduate financial aid recipient who receives all failing grades, all incomplete grades, or totally withdraws from classes will **automatically be suspended (no warning period will be granted)**. A student on Financial Aid Suspension is not eligible to receive financial aid.

*Appeal for Financial Aid Suspension*

Students may appeal financial aid suspensions to the Director of Student Financial Services. Reasons for an appeal may include, but are not limited to: death of a relative, an injury or illness of the student, or other special circumstances. An appeal will not be heard if there is an unpaid balance on the student's account. To appeal, a student needs to submit a Financial Aid Appeal form along with a typed appeal letter explaining their situation. Letters of support from doctors, teachers, family members, etc. are encouraged. All appeal decisions addressed by the Director of Student Financial Services are final and not subject to further review. Appeals will not be considered for prior semesters. Reinstatement of any aid originally awarded to a suspended student is at the director's discretion.

*Re-establishing Federal Financial Aid Eligibility*

Students with no extenuating circumstances or students with denied appeals may re-establish eligibility for federal financial aid. To re-establish eligibility students must, at their own expense, enroll in an academic semester at Saint Paul School of Theology or elsewhere and successfully complete all credit hours enrolled. Students must also meet all of the academic progress requirements outlined in Part B.

○ **(Part B) Graduate Student Standards**

*Time Frame:* The maximum time frame for graduate aid eligibility is **MDIV** 79 credit hours, **MA(TS)** 49 credit hours, **MACM** 54 credit hours, and **DMIN** 30 credit hours, attempted at Saint Paul School of Theology. The time frame considers all hours attempted regardless of whether or not the student has ever received financial assistance or has completed a prior degree.

*Grade Point Average:* Master graduate students must have a cumulative GPA of a 2.80 and Doctorial graduate students must have a cumulative GPA of a 3.00 or higher at the end of their spring (Master students) and summer (DMIN students) semesters each year. This GPA must be maintained until graduation to meet SAP.

*Attempted Hours/Credit Hour Pace:* Attempted hours include any credits a student is enrolled in at the time aid is disbursed. Financial aid recipients who receive all failing grades at the end of any term will automatically be placed on suspension. The following table indicates how many hours must be completed in relation to a student’s attempted hours per semester and which grades will be counted as completed and non-completed at the end of the semester.

Hours attempted per semester/ term	Hours completed per semester/ term
12+	9 Master Level
9	6 Master Level
5	3 Doctorial Level
4	2 Doctorial Level
Completed Credits	Non-Completed Credits
A – Superior	F – Failing
B – Above Average	I – Incomplete
C – Average	W – Withdrawal
D – Below Average	

*Example:* If John as a Master graduate student originally enrolled in 12 hours (9+ = Full-time status) at the beginning of the semester and received aid at that enrollment level, he would be expected to complete at least 9 hours successfully regardless of whether he dropped, withdrew or failed classes. On the other hand, if John originally enrolled in 9 hours, and then dropped to 6 (6-8 = Part-time status) before his aid was disbursed, he would only be expected to complete 6 hours and his aid would be adjusted to the appropriate enrollment level.

*The pace requirement* for satisfactory academic progress requires you earn credit for at least **67%** of the credits you attempt. Pace is defined as the number of credits earned divided by the number of credits attempted. If that percentage is less than 67%, your eligibility for aid will be suspended.

## DEGREE PROGRAMS

Saint Paul School of Theology offers four degree programs: Master of Divinity, Master of Arts in Christian Ministry, Master of Arts (Theological Studies), and Doctor of Ministry. All four degrees are offered at the Greater Kansas City campus. Currently, the Master of Divinity and the Doctor of Ministry are offered at the Oklahoma City campus.

All degree programs have expected student learning outcomes that are assessed throughout the programs using the rubrics established by the faculty. Graduates of our programs demonstrate satisfactory achievement of these student learning outcomes.

### Master of Divinity

(GKC and OKC)

The Master of Divinity (MDiv) degree is a professional degree for ministry that prepares persons for leadership in the renewal of the church. In many denominations, the MDiv is the approved academic preparation for ordination. In The United Methodist Church, it is the academic requirement for ordination as elder. Students who complete the MDiv degree may enter ordained ministry in parishes, institutional chaplaincy, church-related agencies, or other forms of specialized ministry. Students are encouraged to work closely with their own denominational officials regarding requirements and steps toward ordination. A baccalaureate degree is required for admission.

#### • Curricular Components

The MDiv degree program requires the completion of 79 credit hours. Three- and four-year plans for degree completion are available from faculty advisors or the Registrar's office. Students may opt to complete the degree on a part-time basis, as long as they complete the degree within eight years of matriculation.

Requirement	Credit hours required	How Is The Requirement Fulfilled?
<b>Spiritual Formation [S]</b>	<b>8 credit hrs</b>	
Introduction to Ministry	3	MIN 301
Preparing for Local Ministry I&II (.5 ea)	1	CTX 301 and CTX 302
Spiritual Formation Retreat (2 req. .5 ea)	1	SFR 30*
Mid-degree Seminar	.5	ASR 401
Summative Seminar	2	ASR 42*
Practicum (in any area)	.5	PCM ***
<b>Area One: INTERPRETING FAITH [F]</b>	<b>16 credit hrs</b>	
Introduction to Christian Ethics	3	ETH 301
Introduction to the Hebrew Bible	3	HBS 301
Traditions I	3	HST 301
Introduction to the New Testament	3	NTS 301
Introduction to Systematic Theology	3	THL 301
Ministry Practicum	.5	PCM *3*
Ministry Collaboration Group	.5	CTX 43*

<b>Area Two: GROWING IN COMMUNION [C]</b>	<b>22 credit hrs</b>	
Christian Religious Education	3	CRE ***
Church Leadership	3	CHL ***
Hebrew Bible	3	HBS 4**
Upper Level History or Upper Level Theology	3	HST 4** or THL 4**
Introduction to Pastoral Theology and Care	3	PCR 301
Introduction to Preaching	3	PRE 401
Worship	3	WOR 4**
Ministry Practicum	.5	PCM *4*
Ministry Collaboration Group	.5	CTX 44*
<b>Area Three: SERVING THE WORLD [W]</b>	<b>21 credit hrs</b>	
Church and Society or Upper Level Ethics	3	CHS *** or ETH 4**
Engaging World Religions	3	EWR 3**
Evangelism	3	EVN 3**
Traditions II	3	HST 302
Upper Level New Testament	3	NTS 4**
Upper Level Theology	3	THL 4**
Immersion	2	IMM 3**
Intercultural Practicum	.5	PCM *5*
Ministry Collaboration Group	.5	CTX 45*
<b>ELECTIVES</b>	<b>12 credit hrs</b>	
<i>Denominational Studies</i>		
<b>Total Hours</b>	<b>79 credit hrs</b>	

**NOTE:** The asterisk character (\*) represents a wildcard. For example, if a course has a prerequisite of either ETH 311, ETH 312 or ETH 313, the prerequisite is listed as ETH 31\*, meaning that any course that begins with ETH 31 will fulfill the requirement.

• Specializations

Specializations enable students who demonstrate strength and potential to focus in a particular area of interest and expertise, provided they have a satisfactory overall level of academic achievement. After completion of 15 to 60 credit hours, MDiv students may apply for a specialization in: Black Church Ministries; Christian Religious Education (with an optional focus in Youth Ministry); Evangelism; Town and Country Ministries; Restorative Justice and Prison Ministry; Wesleyan Studies; or Women, Society, and Church Studies. A specialization in Christian Religious Education or Evangelism may meet the academic requirements for professional certification in Christian Religious Education, Youth Ministry, Spiritual Formation or Evangelism in The United Methodist Church. Students should consult with faculty in the area of specialization (GKC) or the Academic Dean (OKC) to complete application materials for specializations. Whenever possible, students approved for specializations will be assigned the faculty member in that area as their academic advisor.

<b>Specialization in Black Church Ministries- Mdiv</b>	<b>Semester Credit Hours</b>
Faculty Advisor: Angela D. Sims Curricular Components- <i>15 credit hours</i> <i>*approval of course choices by specialization advisor is required</i>	
I. Required Courses: <i>choose one course in each area (9 credit hours)</i> a) Choose 1 course in Church and Society (CHS) to fulfill a degree requirement b) Choose an Advanced Praxis Seminar to fulfill a degree requirement c) Choose 1 course in Ethics (ETH) to fulfill an elective requirement II. Supporting Courses: <i>choose 6 credit hours related to the specialization</i>	3 3 3 6
Total Hours	=15
<b>Specialization in Christian Religious Education- MDiv</b>	<b>Semester Credit Hours</b>
Faculty Advisor: Sondra Matthaehi Curricular Components – <i>15 credit hours</i> <i>*approval of course choices by specialization advisor is required</i>	
I. Choose 1 course in Christian Religious Education to fulfill a degree requirement II. Choose 2 courses in Christian Religious Education to fulfill elective requirements III. Choose 2 Courses in any disciplinary area	3 6 6
Total Hours	=15

Specialization in Restorative Justice and Prison Ministry – Mdiv	Semester Credit Hours
Faculty Advisor: James Brandt Curricular Components – <i>15 credit hours</i> <i>*approval of course choices by specialization is required</i>	
<p>I. Required Courses: <b>(6 credit hours)</b></p> <p>CHS 346 American Criminal Law and Restorative Justice 1</p> <p>CHS 347 Prison Industrial Complex and Systemic Sin 2</p> <p>IMM 338 Immersion: Prison Ministry 2</p> <p>Integrative Seminar 1</p> <p>II. Required Content Areas: <i>choose upper level courses (6 credit hours)</i> and include a course project related to specialization</p> <p>HBS 4* or NTS 4* or THL 4* Bible or Theology 3</p> <p>III. Supporting Courses: <i>choose (3 credit hours)</i> and include specialized materials 3</p> <p>CHS 330 Mission of the Church in the Contemporary World (3)</p> <p>CHS 442 Cultural Dynamics in Pastoral Care</p> <p>CHS 348 Evangelism in a Pluralistic Society</p> <p>CRE 462 Spiritual Formation through Mentoring Relationships</p> <p>CRE 528 A Ministry of Faith Formation in the Wesleyan Tradition</p> <p>ETH 440 African American Critical Religious Thought (3)</p> <p>EVN 348 Evangelism in a Pluralistic Society (3)</p> <p>HST 431 History of Christian Ethics (3)</p> <p>HST 450 Luther and Schleiermacher (3)</p> <p>HST 470 John Wesley’s Theology and Ethics (3)</p> <p>APS 430 Advanced Praxis Seminar: Theology in Black and White (3)</p> <p>EWR course with project focused on interfaith relations in the prison setting</p> <p>CHL course w/ project focused on advocacy within prisons/restorative justice</p>	
Total Hours	=15

<b>Specialization in Town and Country Ministries – Mdiv</b>	<b>Semester Credit Hours</b>
Faculty Advisor: Shannon Jung Curricular Components - <i>15 credit hours</i> <i>*approval of course choices by specialization advisor is required</i>	
I. Required Courses: <i>one course in each area (7 credit hours)</i>	
a) <b>Church Leadership</b> CHL 312 Spirituality and the Renewal of Rural Congregations (3)	3
b) <b>Immersion</b> IMM 332 Rural Community and Church (3) and IMM 322P Prerequisite (0)	3
c) <b>Elective</b> CHL 388 Discovering Hope: Building Vitality in Rural Congregations (1)	1
II. Supporting Courses: <i>choose (8 credit hours)</i>	8
CHS 322 Theology of Growing and Eating (3) CHS 344 Leading the Affluent Church (3) CRE 362 Faith Formation and the New Generations (3) CRE 462 Spiritual Formation through Mentoring Relationships (3) EVN 311 Evangelism through the Local Church (3) EVN 313 Evangelism as Congregational Care and Nurture (3) CHL 413 Strategic Leadership (3) CHS 515 Prophetic Ministry (doctoral) (2) Course in preaching and congregational revitalization	
Total Hours	= 15
<b>Specialization in Wesleyan Studies- Mdiv</b>	<b>Semester Credit Hours</b>
Faculty Advisor: Henry H. "Hal" Knight Curricular Components - <i>15 credit hours</i> <i>*approval of course choices by specialization advisor is required</i>	
I. Primary Courses: <i>choose (9 credit hours)</i> <i>*at least 1 course must be above the 300 level</i>	9
CRE 364 Uncovering an Ecology of Faith Formation (3) DST 311 United Methodist Doctrine (2-3) DST 312 The Means of Grace in the Wesleyan Tradition (3) DST 313 Wesley and the Movements of the Spirit (3) DST 320 United Methodist History (2) DST 332 African American Methodism (3) HST 470 John Wesley's Theology and Ethics (3) HST 472 Wesley, Edwards, and the 18th Century Awakening (3) HST 474 Early American Methodism (3) THL 444 Pentecostal and Charismatic Theology (3) THL 450 Studies in a Particular Theologian: John Wesley (3) CRE 528 A Ministry of Christian Formation in the Wesleyan Tradition (2) THL 527 Theology and Spirituality in the Wesleyan Tradition (2-3)	
II. Supporting or Additional Primary Courses: <i>choose (6 credit hours)</i>	6
Total Hours	=15

<b>Specialization in Women, Society, and Church Studies – Mdiv</b>	<b>Semester Credit Hours</b>
Faculty Advisor: Kris Kvam Curricular Components - <i>15 credit hours</i> <i>*approval of course choices by specialization advisor is required</i>	
I. Required Courses: <b>(2 credit hours)</b> MIN 340 Topics in Women, Society, and Church Studies I MIN 341 Topics in Women, Society, and Church Studies II	1 1
II. Primary Courses: <i>choose (6 credit hours)</i> ETH 441 Feminist, Womanist and Mujerista/Latina Ethics ETH 450 Mornings with Alice: Moral Problems and Ethical Possibilities THL 420 Seminar in Theological Studies THL 424 Theology in Context THL 432 Theological Anthropology THL 441 Christian Scripture and Feminist Hermeneutics THL 446 Liberation Theology in the U.S. THL 450 Studies in a Selected Theologian	6
III. Supporting Courses: <i>choose courses with focus on women (7 credit hours)</i>	7
Total Hours	=15

- Contextual Education

Saint Paul School of Theology has a long tradition of integrating experience in ministry with work in the classroom to prepare persons for leadership in the church. Contextual Education courses provide opportunities for students to integrate their academic study of faith and ministry with their actual experience and practice in a ministry setting.

Contextual Education courses provide students with opportunities to experience diverse settings and contexts for ministry. In small group settings students reflect together on experiences in ministry. In the classroom setting students develop a rich contextual understanding of churches, communities, and ministry. Students also reflect on the theological significance of their experiences and on ways that theology and practice inform each other.

#### *Courses*

- **Preparing for Local Ministries (PLUM)** is a two-semester sequence of courses (CXT 301-302) that functions as the introduction to Contextual Education in the Master of Divinity (MDiv) and Master of Arts in Christian Ministry (MACM) curriculum. In Plum a small group of students reflect together on their experience in ministry and seminary with the guidance of an experienced practitioner of ministry (PLUM Leader). PLUM provides an opportunity that is unique in the Saint Paul MDiv curriculum: students are together in the same group and with the same experienced practitioner of ministry for two complete semesters. Two consecutive semesters of Preparing for Local Ministries are required for MDiv students.
- **Ministry Collaboration Groups** are a place where students reflect on experience in life and ministry in small groups facilitated by a faculty member. Each group focuses on one of the areas of the curriculum: Interpreting the Faith, Growing in Communion, and Serving the World. Collaboration Groups attend to theological reflection on matters of identity and role in ministry, specific practices of ministry, relation to the church and its mission, and growth in ability for constructive participation in small group processes. Collaboration Groups focus on processing experience through group conversation and writing assignments. Work for the course and group discussions may include case studies, learning goals, written assignments, short readings, self-reflection, and a final self-evaluation. Three semesters of Ministry Collaboration Groups are required for MDiv students.
- **Practicums** are short, workshop style courses which focus on experiential learning in a particular practice of ministry. Practicums are taught by a faculty member or faculty member in collaboration with a practitioner of ministry. Students engage in experiential learning about the practice of ministry that is the focus of the course. Four practicums are required for MDiv students, one in each area of the curriculum (Interpreting the Faith, Growing in Communion, and Serving the World) and one of the student's choice. One of the practicums chosen must be an intercultural practicum.

## Ministry Settings

All students enrolled in a Plum group or Ministry Collaboration Group are required to serve in an approved ministry setting for a minimum of four hours per week. The ministry setting may be paid or volunteer.

### ○ Time Logs

Students provide time logs documenting their work in the ministry setting. Logging fewer than required number of hours may result in receiving No Credit for the course.

### ○ Finding a Ministry Setting

It is the student's task to find an appropriate setting for ministry, and the student's responsibility to make timely contact with potential employers or volunteer coordinators. The Contextual Education Office is able to assist students in locating possible settings for ministry. Students are encouraged to begin their search for a ministry setting as early as possible.

- Information on open part-time positions is available in the Contextual Education Office in GKC or the Associate Dean's office in OKC. These typically include pastoral, youth, children, and Christian education positions. The Contextual Education office sends notices out via e-mail when new positions arrive. For information on current opportunities e-mail Anita Chancey (GKC) [anitac@spst.edu](mailto:anitac@spst.edu) or Rick Burns (OKC) [rick.burns@spst.edu](mailto:rick.burns@spst.edu).
- Employment or appointment as a part-time pastor of a congregation is a qualified ministry setting.
- Information about volunteer agencies and programs willing to work with Saint Paul students is available from Anita Chancey or Rick Burns. These locations can provide excellent learning experiences.
- Students may also propose innovative opportunities for approval as ministry settings. Approval of ministry settings is based on meeting the educational needs of Contextual Education courses and the standards of Saint Paul School of Theology. Decisions are made by the Contextual Education Office.

### ○ Ministry Setting Requirements

For approval, Plum students are expected to have at least two areas of ministry on the Areas of Ministry list. Ministry Collaboration Group students are expected to have responsibilities in three areas. The position can be paid or volunteer, and in a church or agency. Students in appointments or serving a church may use that as their ministry setting as long as the Areas of Ministry requirements are met.

MACM students are expected to have a ministry setting appropriate for their specialized area of ministry.

### ○ Areas of Ministry

- *Preaching/Leadership in Worship*: Responsibilities for proclaiming the Gospel publicly and having leadership roles in public or small group worship.
- *Pastoral Care Giving*: Responsibilities for leadership in caring ministries with individuals, with small groups or with larger communities.
- *Teaching and Learning*: Responsibilities for leadership in the educational/formational ministries of the church or other ministry setting.
- *Outreach Ministries*: Responsibilities for leadership in ministries that reach beyond the congregation or agency in evangelism or social witness
- *Administration*: Responsibilities for leadership in oversight of committees or boards, organizing and reporting on the work of ministry to keep it moving forward
- *Program Development*: Responsibilities for leadership in designing, evaluating, and carrying out ministry programs.

○ **Feedback Providers**

Students in Contextual Education small groups are required to obtain feedback from a person in their ministry setting who observes their work in the setting. Students propose a Feedback provider who completes a Contextual Education Feedback Form near the end of the spring and fall semesters. Students are to select someone in their ministry setting who can observe them firsthand and provide feedback on the student's learning and performance in the ministry setting. The person proposed must be approved by the Contextual Education Office. A final grade for the course cannot be given until the feedback form is received. The completed feedback forms will be turned in to the registrar along with the grade form for the class, and will be added to the student's official academic file. Students will utilize the forms during the Mid-program Seminar and the Summative Seminar to reflect on their growth and progress toward preparedness for ministry.

The person observing the students and providing the feedback is to be:

- a) Someone who is "on site" at the ministry setting and who has regular opportunities to observe the student carrying out ministry responsibilities. This person can be the student's on-site supervisor (if the student has one), a PPR chair, or a member of the congregation or agency who has some standing. Thoughtful, experienced lay members who are official or unofficial persons of authority can also provide good insights into the student's learning and growth in the ministry setting. Relatives, close friends, and other seminary students may not be nominated.
- b) The individual should be supportive and thoughtful about the practice of ministry, but also honest in giving feedback about areas where growth and improvement are needed. We strongly encourage the student and feedback person to meet to share and discuss the observations in the completed feedback form.
- c) He or she should be willing to complete a Ministry Setting Feedback Form sent near the end of the spring and fall semesters and return it to the Contextual Education office before the end of classes. A signature is required.

● **Duration Of Program**

Work completed within the eight years prior to graduation may be counted toward the MDiv degree. Exceptions are made only by written petition to and approval by the Master's Degree Committee.

• Student Learning Outcomes and Assessment Rubrics  
 (Adopted by Faculty Council, May 3, 2012)

<b>Student Learning Outcome 1: Demonstrate critical and practical understanding of the Bible</b>		
RUBRIC:		
Minimally Satisfactory	MDIV Appropriate	Exemplary
<p>Student demonstrates a basic knowledge of biblical literature as a resource for theological reflection.</p> <p>Evidence: theological reflection that demonstrates foundational knowledge of the Bible and its scholarship.</p>	<p>Student critically analyzes biblical texts using diverse hermeneutical methods as tools for theological reflection.</p> <p>Evidence: critical engagement of biblical texts and scholarship using diverse hermeneutical methods; theological reflection that draws upon a critical engagement of the Bible and scholarship.</p>	<p>Student creatively interprets the meaning of the Bible in theological reflection.</p> <p>Evidence: creative and constructive interpretation of the Bible in theological reflection.</p>
<b>Student Learning Outcome 2: Demonstrate an informed understanding of the historical, doctrinal, and/or moral traditions</b>		
RUBRIC:		
Minimally Satisfactory	MDIV Appropriate	Exemplary
<p>Student demonstrates a basic knowledge of the historical, doctrinal, and/or moral traditions as resources for theological reflection.</p> <p>Evidence: theological reflection that demonstrates basic knowledge of the historical, doctrinal, and/or moral traditions as resources.</p>	<p>Student critically analyzes, appropriates, and interprets historical, doctrinal, and/or moral traditions as resources for theological reflection and practice.</p> <p>Evidence: critical engagement with the scholarship of historical, doctrinal, and/or moral traditions. Theological reflection and practice drawing upon a critical engagement of the above resources.</p>	<p>Student creatively and constructively appropriates historical, doctrinal, and/or moral traditions for renewing the church and/or society.</p> <p>Evidence: constructive proposals for creatively appropriating historical, doctrinal, and/or moral traditions.</p>

<b>Student Learning Outcome 3: Exhibit an understanding of the Church, its mission, and its local global contexts</b>		
RUBRIC:		
Minimally Satisfactory	MDIV Appropriate	Exemplary
<p>Student demonstrates basic understanding of the church and its mission in both local and global contexts.</p> <p>Evidence: basic knowledge of historical and contemporary scholarship on the church and its mission; reflection on personal experience in the church and its mission; reflection on the church in local and global contexts.</p>	<p>Student critically analyzes, appropriates, and interprets scholarship on and practice of the church and its mission from various theological, contextual, multi-ethnic and global perspectives.</p> <p>Evidence: critical engagement with historical and contemporary scholarship on the church and its mission from diverse perspectives.</p>	<p>Student makes constructive proposals for renewing the church and/or society drawing upon critical engagement with diverse perspectives on the church and its mission.</p> <p>Evidence: constructive proposals for renewing the church and/or society drawing upon critical engagement with diverse perspectives on the church and its mission.</p>
<b>Student Learning Outcome 4: Exhibit competence in integrating theory and practice related to skills for ministry</b>		
RUBRIC:		
Minimally Satisfactory	MDIV Appropriate	Exemplary
<p>Student demonstrates basic competence integrating theory and practice for ministry.</p> <p>Evidence: basic articulations of how theory informs the practice of ministry.</p>	<p>Student critically analyzes, appropriates, and integrates diverse theories and practices in ministry.</p> <p>Evidence: critically engages diverse theories and practices of ministry appropriate to diverse contexts.</p>	<p>Student creatively integrates theory and practice for constructive proposals regarding ministry.</p> <p>Evidence: constructive proposals regarding ministry drawing upon a creative integration of theory and practice.</p>
<b>Student Learning Outcome 5: Show spiritual grounding that will sustain ministry</b>		
RUBRIC:		
Minimally Satisfactory	MDIV Appropriate	Exemplary
<p>Student articulates the relation of spiritual disciplines to Christian ministry.</p> <p>Evidence: articulation of the relationship of spiritual practice to Christian ministry.</p>	<p>Student critically engages diverse spiritual resources related to Christian ministry.</p> <p>Evidence: critical engagement with diverse traditions of spiritual practices; self-reflective articulation of spirituality and spiritual practices related to Christian ministry.</p>	<p>Student makes constructive proposals for spiritual practice that sustains Christian ministry in self and others.</p> <p>Evidence: constructive proposals for spirituality and spiritual practice that sustains ministry in self and others.</p>

<b>Student Learning Outcome 6: Demonstrate an understanding regarding practices for peace and justice</b>		
RUBRIC:		
Minimally Satisfactory	MDIV Appropriate	Exemplary
<p>Student demonstrates basic understanding of the practices of peace and justice.</p> <p>Evidence: identification of practices of peace and justice related to Christian ministry</p>	<p>Student can critically reflect on transformative practices of peace and justice in church and society.</p> <p>Evidence: critical engagement with diverse traditions regarding peace and justice as related to Christian ministry.</p>	<p>Student constructively appropriates practices of peace and justice for the renewal of the church and society.</p> <p>Evidence: constructive proposals regarding practices of peace and justice in Christian ministry that renew the church and/or society.</p>
<b>Student Learning Outcome 7: Demonstrate intercultural competency in the practice of ministry</b>		
RUBRIC:		
Minimally Satisfactory	MDIV Appropriate	Exemplary
<p>Student demonstrates awareness of intercultural commonalities and culturally learned differences.</p> <p>Evidence: Identifies intercultural commonalities and culturally learned differences.</p>	<p>Student identifies and appreciates patterns of cultural differences and commonalities in one's own and other cultures.</p> <p>Evidence: Acts on increased insights in culturally appropriate ways. Responds effectively to intercultural differences.</p>	<p>Student is able to bridge cultural differences and commonalities in values, expectations, beliefs and practices.</p> <p>Evidence: Accurately understands and adapts behavior to cultural differences and commonalities. Able to shift cultural perspective and change behaviors in culturally appropriate and authentic ways.</p>

## Master of Arts in Christian Ministry

(GKC only)

*(Nomenclature change to MACM approved by Faculty Council, October, 2009)*

The purpose of the Master of Arts in Christian Ministry (MACM) is to provide theologically informed and competent lay and ordained leaders in specialized ministry for the local church and the church at large. This program may also provide the academic requirements for ordination as Deacon in The United Methodist Church. A baccalaureate degree is required for admission.

### • Curricular Components

The MACM degree program requires the completion of 54 credit hours and is equivalent to two years of full-time study. Full-time enrollment is 9-15 credit hours per semester. Half-time enrollment is six to eight credit hours per semester. Enrollment overload (over 15 credit hours per semester, over three credit hours in winter, or over six credit hours in summer) is discouraged and requires the permission of the student's advisor and the VPAAD (GKC). All requirements must be completed within six years.

*NOTE:* The asterisk character (\*) represents a wildcard. For example, if a course has a prerequisite of either ETH 311, ETH 312 or ETH 313, the prerequisite is listed as ETH 31\*, meaning that any course that begins with ETH 31 will fulfill the requirement.

Requirement	Credit hours required	How Is The Requirement Fulfilled?
<b>SPIRITUAL FORMATION</b>	<b>4.5 credit hours</b>	
Introduction to Ministry	3	MIN 301
Preparing for Local Ministry (.5 each)	1	CTX 301 & 302
Spiritual Formation Retreat	.5	SFR 30*
<b>Area One: INTERPRETING FAITH</b>	<b>12 credit hours</b>	
Introduction to the Hebrew Bible	3	HBS 301
Traditions I	3	HST 301
Introduction to the New Testament	3	NTS 301
Introduction to Systematic Theology	3	THL 301
<b>Area Two: GROWING IN COMMUNION</b>	<b>6.5 credit hours</b>	
Hebrew Bible or NTS 4** New Testament	3	HBS 4** or NTS 4**
Upper Level Theology	3	THL 4**
MACM Ministry Collaboration Group	.5	CTX 4**
<b>Area Three: SERVING THE WORLD</b>	<b>6 credit hours</b>	
Intro to Christian Ethics	3	ETH 301
Traditions II	3	HST 302
<b>Courses in Specialization</b>	<b>17 credit hours</b>	
Praxis Project Proposal	1	MACM 401
Praxis Project and Conference	2	MACM 402
Practica (4 required, .5 each) †	2	PCM ***
<b>ELECTIVES</b>	<b>8 credit hours</b>	
Denominational Studies		
<b>Total Hours</b>	<b>54 credit hours</b>	

- Specialization

The specializations for the MACM degree program provide for complementary combinations of disciplines so that the specializations can be tailored to a student’s ministry goals. These specializations have been designed in light of the mission of Saint Paul and the strengths of the faculty. A specialization (15 hours, to include 13 credit hours to be defined plus the two hours of Focused Contextual Education requirements) is to be declared within the first ten hours of the program. Specializations are offered in: Christian Religious Education and Spiritual Formation (faculty advisor, Sondra Matthaiei), Deacon Ministries (faculty advisor, Sondra Matthaiei), Pastoral Care and Health and Welfare (faculty advisor, Jeanne Hoeft), and Social Justice Ministries (faculty advisor, Patricia Beattie Jung).

<b>Specialization- MACM</b>	<b>Semester Credit Hours</b>
Curricular Components- <i>15 credit hours</i> <i>*approval of course choices by specialization advisor is required</i>	
I. Coursework: <b>(13 credits)</b> May include up to 6 hours from supporting disciplines as tailored to the student’s vocational goals	13
II. Focused Contextual Education: <b>(2 credits)</b> Must be related to area of specialization; may include immersion or CPE if appropriate	2
<b>Total Hours</b>	<b>=15</b>

- Contextual Education

Saint Paul School of Theology has a long tradition of integrating experience in ministry with work in the classroom to prepare persons for leadership in the church. Contextual Education courses provide opportunities for students to integrate their academic study of faith and ministry with their actual experience and practice in a ministry setting.

Contextual Education courses provide students with opportunities to experience diverse settings and contexts for ministry. In small group settings students reflect together on experiences in ministry. In the classroom setting students develop a rich contextual understanding of churches, communities, and ministry. Students also reflect on the theological significance of their experiences and on ways that theology and practice inform each other.

*Courses*

- **Preparing for Local Ministries (PLUM)** is a two-semester sequence of courses (CXT 301-302) that functions as the introduction to Contextual Education in the Master of Divinity (MDiv) and Master of Arts in Christian Ministry (MACM) curriculum. In Plum a small group of students reflect together on their experience in ministry and seminary with the guidance of an experienced practitioner of ministry (PLUM Leader). PLUM provides an opportunity that is unique in the Saint Paul MDiv curriculum: students are together in the same group and with the same experienced practitioner of ministry for two complete semesters. Two consecutive semesters of Preparing for Local Ministries are required for MACM students.

- **Ministry Collaboration Groups** are a place where students reflect on experience in life and ministry in small groups facilitated by a faculty member. Each group focuses on one of the areas of the curriculum: Interpreting the Faith, Growing in Communion, and Serving the World. Collaboration Groups attend to theological reflection on matters of identity and role in ministry, specific practices of ministry, relation to the church and its mission, and growth in ability for constructive participation in small group processes. Collaboration Groups focus on processing experience through group conversation and writing assignments. Work for the course and group discussions may include case studies, learning goals, written assignments, short readings, self-reflection, and a final self-evaluation. One semester of Ministry Collaboration Groups are required for MACM students.
- **Practicums** are short, workshop style courses which focus on experiential learning in a particular practice of ministry. Practicums are taught by a faculty member or faculty member in collaboration with a practitioner of ministry. Students engage in experiential learning about the practice of ministry that is the focus of the course. Four practicums are required for MACM students, one in each area of the curriculum (Interpreting the Faith, Growing in Communion, and Serving the World) and one of the student's choice. One of the practicums chosen must be an intercultural practicum.

### *Ministry Settings*

All students enrolled in a Plum group or Ministry Collaboration Group are required to serve in an approved ministry setting for a minimum of four hours per week. The ministry setting may be paid or volunteer.

- **Time Logs**  
Students provide time logs documenting their work in the ministry setting. Logging fewer than required number of hours may result in receiving No Credit for the course.
- **Finding a Ministry Setting**  
It is the student's task to find an appropriate setting for ministry, and the student's responsibility to make timely contact with potential employers or volunteer coordinators. The Contextual Education Office is able to assist students in locating possible settings for ministry. Students are encouraged to begin their search for a ministry setting as early as possible.
  - Information on open part-time positions is available in the Contextual Education Office in GKC or the Associate Dean's office in OKC. These typically include pastoral, youth, children, and Christian education positions. The Contextual Education office sends notices out via e-mail when new positions arrive. For information on current opportunities e-mail Anita Chancey (GKC) [anitac@spst.edu](mailto:anitac@spst.edu) or Rick Burns (OKC) [rick.burns@spst.edu](mailto:rick.burns@spst.edu).
  - Employment or appointment as a part-time pastor of a congregation is a qualified ministry setting.
  - Information about volunteer agencies and programs willing to work with Saint Paul students is available from Anita Chancey or Rick Burns. These locations can provide excellent learning experiences.
  - Students may also propose innovative opportunities for approval as ministry settings. Approval of ministry settings is based on meeting the educational needs of Contextual Education courses and the standards of Saint Paul School of Theology. Decisions are made by the Contextual Education Office.

### ○ **Ministry Setting Requirements**

For approval, Plum students are expected to have at least two areas of ministry on the Areas of Ministry list. Ministry Collaboration Group students are expected to have responsibilities in three areas. The position can be paid or volunteer, and in a church or agency. Students in appointments or serving a church may use that as their ministry setting as long as the Areas of Ministry requirements are met.

MACM students are expected to have a ministry setting appropriate for their specialized area of ministry.

### ○ **Areas of Ministry**

- *Preaching/Leadership in Worship*: Responsibilities for proclaiming the Gospel publicly and having leadership roles in public or small group worship.
- *Pastoral Care Giving*: Responsibilities for leadership in caring ministries with individuals, with small groups or with larger communities.
- *Teaching and Learning*: Responsibilities for leadership in the educational/formational ministries of the church or other ministry setting.
- *Outreach Ministries*: Responsibilities for leadership in ministries that reach beyond the congregation or agency in evangelism or social witness
- *Administration*: Responsibilities for leadership in oversight of committees or boards, organizing and reporting on the work of ministry to keep it moving forward
- *Program Development*: Responsibilities for leadership in designing, evaluating, and carrying out ministry programs.

### ○ **Feedback Providers**

Students in Contextual Education small groups are required to obtain feedback from a person in their ministry setting who observes their work in the setting. Students propose a Feedback provider who completes a Contextual Education Feedback Form near the end of the spring and fall semesters. Students are to select someone in their ministry setting who can observe them firsthand and provide feedback on the student's learning and performance in the ministry setting. The person proposed must be approved by the Contextual Education Office. A final grade for the course cannot be given until the feedback form is received. The completed feedback forms will be turned in to the registrar along with the grade form for the class, and will be added to the student's official academic file. Students will utilize the forms during the Mid-program Seminar and the Summative Seminar to reflect on their growth and progress toward preparedness for ministry.

The person observing the students and providing the feedback is to be:

- a) Someone who is "on site" at the ministry setting and who has regular opportunities to observe the student carrying out ministry responsibilities. This person can be the student's on-site supervisor (if the student has one), a PPR chair, or a member of the congregation or agency who has some standing. Thoughtful, experienced lay members who are official or unofficial persons of authority can also provide good insights into the student's learning and growth in the ministry setting. Relatives, close friends, and other seminary students may not be nominated.
- b) The individual should be supportive and thoughtful about the practice of ministry, but also honest in giving feedback about areas where growth and improvement are needed. We strongly encourage the student and feedback person to meet to share and discuss the observations in the completed feedback form.

- c) He or she should be willing to complete a Ministry Setting Feedback Form sent near the end of the spring and fall semesters and return it to the Contextual Education office before the end of classes. A signature is required.

- **Duration of Program**

Work completed within the six years prior to graduation may be counted toward the MACM degree. Exceptions are made only by written petition to and approval by the Academic and Professional Development Committee.

- **Thesis Process: MACM**

The summative component of the MACM degree, called a Praxis Project, is based upon a theologically- informed practice of specialized ministry. The components of the Praxis Project include a Praxis Project Proposal, a specialized ministry project, and a Praxis Project paper. The Praxis Project paper is defended in a two-hour Conference with an assigned faculty MACM Praxis Project Committee.

*All forms referenced below are available online at [www.spst.edu/forms](http://www.spst.edu/forms).*

- **MACM Advising and Praxis Project Committee**

Each MACM student must complete MACM Form A: Declaration of Specialization and submit it to the Registrar early in the first term of study. The student will be assigned an academic advisor in the declared field of specialization before the student has completed 10 semester hours of study. Student and advisor should meet as soon as possible thereafter to complete MACM Form B: Specialization Planning Worksheet, which designates courses approved by the advisor for the student's program. (A ministry setting must be determined no later than the student's completion of 15 semester hours within the program.) A copy of Form B is submitted to the Registrar for degree tracking purposes.

Two faculty members serve on each student's MACM Praxis Project Committee. The student's academic advisor is the committee chair. In the semester prior to the student's final year of study, student and advisor meet to discuss and jointly complete MACM Form C: MACM Committee Recommendations, listing up to three potential praxis project committee members in order of preference. Form C is submitted to the VPAAD, who assigns the second member of the student's MACM Committee from the list submitted or from the faculty at large. A copy of Form C, with the VPAAD's notation of assigned committee member, is sent to the Registrar.

- **MACM 401: The Praxis Project Proposal**

This course represents the first step in the summative evaluation for the MACM degree and is developed in consultation with the two Praxis Project committee members and the Ministry Supervisor for the student's pre-approved ministry setting.

- *The Praxis Project Proposal Process:*

1. **Preparation:** Student registers for MACM 401 Praxis Project Proposal (1 credit hour) in the final year of study. In consultation with both members of the MACM Committee and the Ministry Supervisor of the student's predetermined ministry setting, the student develops a proposal of no more than ten pages (excluding annotated bibliography).
2. **Formal Submission:** Upon receiving approval of both members of the committee and the Ministry Supervisor, the student submits one clearly readable copy of the Praxis Project Proposal and a signed copy of MACM Form D: Approval of Praxis Project Proposal to the Registrar.

- *Components of the Praxis Project Proposal:*

1. a working thesis and a clear statement of the ministry issue, topic, or problem to be addressed
2. a discussion of the student's vocational identity in ministry and a sense of what sustains them in ministry as these relate to denominational identity, as appropriate
3. an outline of the structure of the Praxis Project
4. a brief discussion of the method to be used
5. a literature review and initial annotated bibliography that demonstrate an awareness of historical development of perspectives, as well as different points of view
6. a plan for a ministry project to be tested and evaluated including:
  - proposed project format and justification of the chosen medium
  - areas of expertise needed by the committee or an external consultant
  - timeline for completion of the ministry project
  - criteria for evaluation
7. a discussion of how the theory and the ministry project will be integrated
8. a timeline for completion of the Praxis Project

- **MACM 402: The Praxis Project and Conference**

In this course, students write a Praxis Project paper and receive summative evaluation during the course of a two-hour MACM Conference, in which the paper is defended.

- *The Praxis Project Process:*

- 1. Writing and Ministry Project**

- a) The student registers for MACM 402 Praxis Project and Conference (2 credit hours) in the term following successful completion of the MACM 401 Praxis Project Proposal.
- b) Using the approved Praxis Project Proposal as a guide, and in consultation with the two assigned members of the MACM committee, the student writes the Praxis Project paper.
  - i. Components of the Praxis Project – Expectations:
    - integrated academic paper including a ministry project informed by scholarship in all of the disciplines in the student's theological education
    - discussion of the student's vocational identity in ministry and a sense of what sustains them in ministry, as these relate to denominational identity, as appropriate
    - cultivate knowledge of the biblical, historical, and theological foundations of faith
    - reflected understanding of the social, historical, and cultural contexts of ministry
    - clearly defined and articulated method appropriate to the area of specialized ministry
    - demonstrated capacity for scholarship within the area of specialized ministry
    - demonstrated effectiveness in the area of specialized ministry
    - demonstrated ability to articulate one's ideas in conversation with faculty in the field of specialized ministry
  - ii. Components of the Praxis Project – Format:
    - 25-50 pages
    - Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition.
    - typed, double-spaced (250 words/page)
    - 3 clearly readable copies (one for the registrar and one for each committee member)

- c) The student engages in the approved ministry project and completes it:
  - i. *MACM Form E: Ministry Supervisor's Report* – due by last day of semester
  - ii. *MACM Form F: Ministry Project evaluation* – student must complete the ministry project, including any public presentation, and receive Ministry Supervisor's evaluation no later than October 15 (when course is taken in fall term) or March 15 (when course is taken in spring term).
  - iii. When due dates listed fall on a weekend, the deadline will be the following day when institutional offices are open. Faculty members are not available for consultation during the summer term.

## **2. Acceptance of Praxis Project Paper for Evaluation and Conference Scheduling**

- a) The student completes the Praxis Project paper and provides *well in advance* two clearly readable copies to the MACM Committee for evaluation and approval. *The student is responsible for making sure that the committee is able to accept the Praxis Project for conference by the appropriate due date listed below.*
  - i. *MACM Form G: Acceptance of Praxis Project for Conference* – due by 9:00 a.m. on November 1 (when course is taken in fall term) or April 1 (when course is taken in spring term).
  - ii. When due dates listed fall on a weekend, the deadline will be the following day when institutional offices are open. Faculty members are not available for consultation during the summer term.
- b) The MACM Committee chair schedules a date and room for the MACM Conference and notifies the other committee member, the student, and the Registrar.
  - i. Participants in the MACM Conference include the MACM Committee and the student.
  - ii. The student may invite a silent peer to attend the conference (i.e., a student currently registered for classes at Saint Paul, not the student's spouse or significant other). A silent peer offers non-verbal support during the conference. It is the student's responsibility to notify the silent peer of the date, place, and time of the conference and to instruct the silent peer in his/her role. The name of the silent peer should be given to the MACM committee chair at least one day prior to the conference.
  - iii. Occasionally, the VPAAD or Registrar may ask that a new faculty member be allowed to observe the conference process but not to participate.

## **3. MACM Conference**

- a) The two-hour evaluative MACM conference begins with a 15-minute session during which the committee meets in private and plans an approach to the conference that will be creative and sensitive to the student. The student is then asked to join the committee.
  - i. *MACM Form H: Student File Review*: The committee chairperson summarizes the student's work throughout the degree program, using this form. The student also completes Form H prior to the conference as a means of reflecting on her/his own academic work and vocational readiness.
  - ii. During the review segment of the conference, the student may offer additional comments regarding her/his previous work.
- b) A major portion of the conference time will be dialogue between the MACM Committee and the student. Using the Praxis Project as a basis for reflection, the student and committee discuss:
  - i. the Praxis Project, its sources, and method;
  - ii. the student's ministry project; and
  - iii. implications of both for the field in question.

#### **4. Grading Criteria for Praxis Project and MACM Conference**

- a) At the conclusion of the two-hour conference, the MACM Committee convenes without the student present to evaluate the student's performance in relation to Praxis Project and Conference Expected Student Outcomes:
- demonstrates informed theological understanding and expertise in literature from the area of specialized ministry
  - a discussion of the student's vocational identity in ministry and a sense of what sustains them in ministry, as these relate to denominational identity, as appropriate
  - identifies significant issues within that specialized ministry
  - thinks critically and coherently about the specialized ministry
  - reflects understanding of the social, historical, and cultural contexts of ministry, particularly in the area of specialized ministry
  - integrates theological understanding with creative expression in the Praxis Project and Conference
  - formulates and sustains a proposal about the practice of specialized ministry in written and oral communication
  - makes a constructive contribution to the area of specialized ministry
  - demonstrates creativity and effectiveness in ministry through the ministry project and the Ministry Supervisor's Report
  - displays openness to diversity
  - discusses the Praxis Project in a critical and informed manner
  - demonstrates originality, authenticity, and integrity in written and oral communication
- b) The MACM Committee decides whether the Praxis Project and Conference has been completed satisfactorily.
- c) *MACM Form I*: Evaluation of Praxis Project and Conference – on the basis of the expected student outcomes and the published grading scale, the committee completes Form I by assigning a grade for the Praxis Project (which includes evaluation of the ministry project) and the MACM Conference together. The student is then asked to return to receive the committee's evaluation.

#### **5. Post-Conference Process**

- a) Successful Conference
- i. An MACM Committee may deem a project to be acceptable without revision. A frontispiece with faculty signatures should be attached to the final document and submitted to the Registrar (see MACM Form J below). The student must also submit an electronic copy to the Associate Dean for Academic Affairs.
  - ii. An MACM Committee may request revisions or a student may choose to revise the Praxis Project paper on the basis of conversation that occurs in an otherwise acceptable conference. Once any revisions have been made to the committee's satisfaction, a frontispiece should be attached to the final document. After collecting committee members' signatures, the student submits the final document to the Registrar (see MACM Form J below). The student must also submit an electronic copy to the Associate Dean for Academic Affairs.
- b) *MACM Form J*: Final Praxis Project – the student presents a final copy of the Praxis Project approved by the MACM Committee, with Form J attached, to the Registrar no later than the date senior grades are due for graduation.

c) Unsuccessful Conference

- i. A student may make two attempts to complete MACM 402 Praxis Project and Conference satisfactorily. For a second attempt, the student must re-register in MACM 402 and complete all course requirements during the semester immediately following the semester of the first attempt.
- ii. A final grade no higher than B will be given to a student successfully completing a second attempt at a Praxis Project and Conference.
- iii. Failure to complete the Praxis Project successfully on the second attempt results in referral of the student to the Academic and Professional Development Committee for termination of registration.

• Student Learning Outcomes and Assessment Rubrics

*(Approved by the Faculty Council, May 3, 2012)*

<b>Student Learning Outcome 1: Demonstrate critical and practical understanding of the biblical, historical, moral and/or theological traditions.</b>		
<b>RUBRIC:</b>		
Minimally Satisfactory	MACM Appropriate	Exemplary
Student demonstrates a basic knowledge of biblical, historical, moral and/or theological traditions as a resource for specialized ministry.	Student critically analyzes and interprets biblical, historical, moral and/or theological traditions with implications for specialized ministry.	Student critically reflects on biblical, historical, moral and/or theological traditions and makes constructive proposals for specialized ministry.
Evidence: a basic understanding of how biblical, historical, moral and theological traditions inform specialized ministry in diverse contexts.	Evidence: critical engagement of biblical, historical, moral and theological texts; use of these traditions in specialized ministry in diverse contexts.	Evidence: appropriation and interpretation of biblical, historical, moral and theological scholarship for the sake of constructive proposals for specialized ministry in diverse contexts.

**Student Learning Outcome 2: Articulate vocational identity in the context of the church and its mission.**

**RUBRIC:**

Minimally Satisfactory	MACM Appropriate	Exemplary
<p>Student articulates vocational identity and role in relation to basic knowledge of the church and its mission.</p> <p>Evidence: articulation of personal history and the gifts and graces brought to specialized ministry; self-aware articulation of vocational identity and role in specialized ministry; a basic understanding of the church and its mission in diverse contexts.</p>	<p>Student clarifies vocational identity in specialized ministry informed by critical engagement with scholarship on the church and its mission.</p> <p>Evidence: self-reflective clarification of vocational identity in specialized ministry informed by critical engagement with scholarship of the nature of the church and its mission.</p>	<p>Student refines vocational identity for the sake of constructive proposals for a specific ministry context.</p> <p>Evidence: refinement of vocational identity in specialized ministry in light of constructive proposals for specialized ministry.</p>

**Student Learning Outcome 3: Demonstrate knowledge of social, cultural, and historical contexts in which ministry occurs.**

**RUBRIC:**

Minimally Satisfactory	MACM Appropriate	Exemplary
<p>Student demonstrates basic understanding of the church and its mission in both local and global contexts.</p> <p>Evidence: understanding of the church and its mission in both local and global contexts.</p>	<p>Student critically engages the church and its mission from various theological, contextual, multi-ethnic and global perspectives.</p> <p>Evidence: critical engagement of the church and its mission from various theological, contextual, multi-ethnic and global perspectives.</p>	<p>Student makes constructive proposals for renewing the church and/or society drawing upon critical scholarship from various perspectives and contexts.</p> <p>Evidence: constructive proposals for renewing the church and society drawing upon critical scholarship from various perspectives and contexts.</p>

**Student Learning Outcome 4: Exhibit competence in integrating theory and practice in the area of specialization.**

RUBRIC:

Minimally Satisfactory	MACM Appropriate	Exemplary
<p>Student demonstrates basic competence integrating theory and practice in specialized ministry.</p> <p>Evidence: basic articulations of how theory informs the practice of specialized ministry.</p>	<p>Student critically analyzes, appropriates, and integrates diverse theories and practices in specialized ministry.</p> <p>Evidence: critical analysis, appropriation, and integration of diverse theories and practices in specialized ministry.</p>	<p>Student creatively integrates theory and practice for constructive proposals regarding specialized ministry.</p> <p>Evidence: creative integration of theory and practice in constructive proposals regarding specialized ministry.</p>

**Student Learning Outcome 5: Show spiritual grounding that will sustain specialized ministry.**

RUBRIC:

Minimally Satisfactory	MACM Appropriate	Exemplary
<p>Student articulates the relation of spiritual disciplines to specialized ministry.</p> <p>Evidence: articulation of the relationship of spiritual practice to specialized ministry.</p>	<p>Student critically engages diverse spiritual resources related to specialized ministry.</p> <p>Evidence: critical engagement with diverse traditions of spiritual practices; self-reflective articulation of spirituality and spiritual practices related to specialized ministry.</p>	<p>Student makes constructive proposals for spiritual practice that sustains specialized ministry in self and others.</p> <p>Evidence: constructive proposals for spirituality and spiritual practice that sustains specialized ministry in self and others.</p>

**Student Learning Outcome 6: Demonstrate an understanding of practices regarding peace and justice, particularly in the area of specialized ministry.**  
**RUBRIC:**

Minimally Satisfactory	MACM Appropriate	Exemplary
<p>Student demonstrates basic understanding of practices for peace and justice.</p> <p>Evidence: identification of practices of peace and justice related to specialized ministry.</p>	<p>Student critically engages diverse traditions of peace and justice.</p> <p>Evidence: critical engagement with diverse traditions regarding peace and justice as related to specialized ministry.</p>	<p>Student constructively appropriates practices of peace and justice for the renewal of the church and/or society.</p> <p>Evidence: constructive proposals regarding practices of peace and justice in specialized ministry that renew the church and/or society.</p>

**Student Learning Outcome 7: Demonstrate intercultural competency in the practice of ministry**  
**RUBRIC:**

Minimally Satisfactory	MACM Appropriate	Exemplary
<p>Student demonstrates awareness of intercultural commonalities and culturally learned differences.</p> <p>Evidence: Identifies intercultural commonalities and culturally learned differences.</p>	<p>Student identifies and appreciates patterns of cultural differences and commonalities in one’s own and other cultures.</p> <p>Evidence: Acts on increased insights in culturally appropriate ways. Responds effectively to intercultural differences.</p>	<p>Student is able to bridge cultural differences and commonalities in values, expectations, beliefs and practices.</p> <p>Evidence: Accurately understands and adapts behavior to cultural differences and commonalities. Able to shift cultural perspective and change behaviors in culturally appropriate and authentic ways.</p>

The student learning outcomes of the MACM prepare theologically informed leaders for the church through strong academic and professional formation. This program will prepare Saint Paul graduates for a variety of ministries in the local church or church-related agencies.

Students seeking professional certification in The United Methodist Church in Christian Education, Youth Ministry, Spiritual Formation and Evangelism may meet the academic requirements for these certifications through their specialization in the MACM by adding specific courses to the degree plan. Students are advised to work closely with their faculty advisor in order to choose appropriate course work.

## Master of Arts (Theological Studies)

(KC Only)

The Master of Arts (Theological Studies) or MA(TS) is an academic degree in religion and theology. The purpose of the MA(TS) is to prepare persons for leadership through a general program of graduate theological studies and an integrated academic concentration, which provides theologically informed leadership on behalf of the church. A baccalaureate degree is required for admission.

### • Curricular Components

The MA(TS) degree program requires completion of 49 credit hours and is equivalent to two years of full-time study. Full-time enrollment is 9-15 credit hours per semester. Half-time enrollment is 6-8 credit hours per semester. Enrollment overload (over 15 credit hours per semester, over three credit hours in winter term, or over six credit hours in summer) is discouraged and requires the permission of the student's advisor and VPAAD (GKC) or the Academic Dean (OKC). All requirements must be completed within six years.

The requirements for the MA(TS) include focused study of a theological discipline in depth and in the context of broader theological disciplines, a summative evaluation, and the study of languages as appropriate.

<b>BASIC REQUIREMENTS</b>	<b>31 credit hrs</b>	<b>How Is the Requirement Fulfilled</b>
Introduction to the Hebrew Bible	3	HBS 301
Introduction to the New Testament	3	NTS 301
Introduction to Christian Traditions I	3	HST 301
Introduction to Christian Traditions II	3	HST 302
Introduction to Systematic Theology	3	THL 301
Introduction to Christian Ethics	3	ETH 301
Information Literacy in Theological Education	1	MIN 231
HBS 4** Hebrew Bible	3	HBS 4**
NTS 4** New Testament	3	NTS 4**
Upper Level History or Upper Level Theology or Upper Level Ethics	3	HST 4** or THL 4** or ETH 4**
Upper Level Theology	3	THL 4**
<b>CONCENTRATION</b>	<b>15 credit hrs</b>	
Supporting Elective	3	
Supporting Elective	3	
<b>SUMMATIVE</b>	<b>3 credit hrs</b>	
MATS 401 or 403 Thesis Proposal	1	
MATS 402 or 404 Thesis Conference	2	
<b>Total Hours</b>	<b>49 credits</b>	

*NOTE:* The asterisk character (\*) represents a wildcard. For example, if a course has a prerequisite of either ETH 311, ETH 312 or ETH 313, the prerequisite is listed as ETH 31\*, meaning that any course that begins with ETH 31 will fulfill the requirement.

- Concentrations

A concentration (15 credit hours) is to be declared upon matriculation in the degree program and no later than the completion of ten credit hours. Concentrations offered are: Biblical Studies (faculty advisors, Israel Kamudzandu and Harold Washington), Ethics or Church and Society (faculty advisor Angela D. Sims), Historical Studies (faculty advisor, James Brandt), Theological Studies (faculty advisors, Nancy R. Howell, Kris Kvam), and Wesleyan Studies (faculty advisor, Henry H. “Hal” Knight III). Students may shape the MA(TS) degree program in consultation with their faculty advisors by incorporating related courses from other disciplines into their declared concentration.

Concentration- MA(TS)	Semester Credit Hours
Curricular Components <i>*approval of course choices by advisor is required</i>	
I. Coursework in Area of Concentration: <b>(15 credits)</b>	15
Total Hours	=15

- Duration Of Program

Work completed within the six years prior to graduation may be counted toward the MA(TS) degree. Exceptions are made only by written petition to and approval by the Master’s Committee.

- Thesis Process

The summative component of the MA(TS) degree program is a Thesis (or Thesis and Creative Project) and Conference at which the student’s faculty MA(TS) Committee evaluates the student’s informed appropriation of theological study for vocational and personal functioning and theoretical and theological depth in the student’s area of concentration. Students in general theological studies may choose to complete either a thesis or thesis/creative project, making their choice known in the proposal completed early in their final year of study.

All required forms referenced below are available online: [www.spst.edu/forms](http://www.spst.edu/forms).

**MA(TS) Advising and Thesis Committee**

Each MA(TS) student must complete MA(TS) Form A: Declaration of Concentration and submit it to the Registrar early in the first term of study. The student will be assigned an academic advisor in the declared field of concentration before the student has completed 10 semester hours of study. Student and advisor should meet as soon as possible thereafter to complete MA(TS) Form B: Concentration Planning Worksheet, which designates courses approved by the advisor for the student’s program. A copy of Form B is submitted to the Registrar for degree tracking purposes.

Two faculty members serve on each student’s MA(TS) Committee. The student’s academic advisor is the committee chair. In the semester prior to the student’s final year of study, student and advisor meet to discuss and jointly complete MA(TS) Form C: MA(TS) Committee Recommendations, listing up to three potential committee members in order of preference. Form C is submitted to the VPAAD, who assigns the second member of the committee from this list or from the faculty at large. A copy of Form C, with VPAAD’s notation of assigned committee member, is sent to the Registrar for information.

**MATS 401/403: Thesis Proposal or Thesis and Creative Project Proposal**

The Thesis Proposal or Thesis and Creative Project Proposal represents the first step in the summative evaluation for the MA(TS) degree, in which a written proposal for either a thesis or thesis and creative project is developed in consultation with the two Thesis Committee members.

### **The Thesis Proposal/Thesis and Creative Project Proposal Process**

- Writing or Writing and Completion of Creative Project
  - a) Preparation: Student registers for MATS 401 or MATS 403 (1 credit hour) in the final year of study. In consultation with both members of the MA(TS) Committee, and the Ministry Supervisor of the student's predetermined ministry setting, the student develops a proposal of no more than ten pages (excluding annotated bibliography).
  - b) Formal Submission: Upon receiving approval of both members of the committee, the student submits one clearly readable copy of the Thesis Proposal and a signed copy of MA(TS) Form D: Approval of Thesis Proposal or Thesis and Creative Project Proposal to the Registrar.

### **Components of the Thesis Proposal:**

- A working thesis and a clear statement of the issue, topic, or problem to be addressed
- A literature review and initial annotated bibliography that demonstrate an awareness of historical development of perspectives, as well as different points of view
- A brief discussion of the method to be used
- An outline of the structure of the Thesis
- A timeline for the completion of the Thesis

### **Components of the Thesis and Creative Project Proposal**

- A working thesis and a clear statement of the issue, topic, or problem to be addressed
- A literature review and initial annotated bibliography that demonstrate an awareness of historical development of perspectives, as well as different points of view
- A brief discussion of the method to be used
- An outline of the structure of the Thesis and Creative Project paper
- A plan for a Creative Project to be presented and evaluated including
  - a) A description of a proposed format for the Creative Project and a justification for the selection of this medium
  - b) Any areas of expertise unique to the project that will be needed by the committee or an external consultant
  - c) A timeline for the Creative Project's completion
  - d) Criteria for evaluation of the Creative Project
- A timeline for the completion of the Thesis and Creative Project

### **MATS 402 or 404 Thesis/Thesis and Creative Project and Conference**

In this course, MA(TS) students write a Thesis or Thesis and Creative Project and receive a summative evaluation during the course of a two-hour MA(TS) Conference, in which the thesis or thesis and creative project are defended. The Thesis is an academic research paper informed by biblical, historical, and theological foundations within the student's disciplines of study. The Thesis and Creative Project is an academic research paper accompanied by original art or other approved media.

### **The Thesis or Thesis and Creative Project Process**

- Thesis Writing (or Thesis Writing and Creative Project)
  - a) The student registers for MATS 402/404: Thesis or Thesis and Creative Project and Conference (2 credit hours) in the term following successful completion of the MATS 401/403 Thesis/Thesis and Creative Project Proposal.
  - b) Using the approved Thesis/Thesis and Creative Project Proposal as a guide, and in consultation with the two assigned members of the MA(TS) committee, the student completes the Thesis.
  
- Components of the Thesis – Expectations:
  - a) An academic paper (or academic paper and creative project) informed by scholarship within the student's defined field of study
  - b) Clearly defined and articulated method appropriate to the disciplines informing the Thesis (or Thesis and Creative project)
  - c) Demonstrated capacity for scholarship within a defined field of study
  - d) Demonstrated ability to articulate one's ideas in discourse with specialists in the field of the concentration
  - e) When the summative evaluation includes a creative component such as a film or curriculum, the Thesis must provide a theoretical interpretation of the Project
  
- Components of the Thesis – Format:
  - a) 25-50 pages
  - b) Turabian, A Manual for Writers of Term Papers, Theses and Dissertations, 7th edition
  - c) Typed, double-spaced (250 words/page)
  - d) 3 clearly readable copies (one for the registrar and one for each committee member)
  
- Where applicable, the student completes the approved creative project:
  - a) The Creative Project Evaluation: The Creative Project, MA(TS) Form E, including any public presentation, is to be completed and evaluated by the MA(TS) Committee no later than October 1 in the Fall semester and March 15 in the Spring semester
  - b) When due dates listed fall on a weekend, the deadline will be the following day when institutional offices are open. Faculty members are not available for consultation during the summer term.
  
- Acceptance of Thesis or Thesis and Creative Project for Evaluation and Conference Scheduling
  - a) The student completes the Thesis and provides well in advance two clearly readable copies to the MA(TS) Committee for evaluation and approval. The MA(TS) Committee must deem the written Praxis Project acceptable before a conference proceeds. The student is responsible for making sure that the committee is able to accept the Thesis for conference by the appropriate due date listed below.
    - MA(TS) Form F: Acceptance of Thesis or Thesis and Creative Project for Conference – Two clearly readable copies of the Thesis accepted by the MA(TS) Committee are to be submitted to the Registrar with a signed Form F no later than 9:00 a.m. on November 1 (when taken in the Fall semester) or April 1 (when taken in the spring semester).
    - When due dates listed fall on a weekend, the deadline will be the following day when institutional offices are open. Faculty members are not available for consultation during the summer term.

- b) The chair of the MA(TS) committee schedules a date and room for the conference as soon as the Thesis is accepted and notifies the other committee member, the student, and the Registrar.
  - Participants in the evaluative conference include the student and the MA(TS) Committee.
  - The student may invite a silent peer to attend the conference (i.e. a student currently registered for classes at Saint Paul, not the spouse or significant other of the student). A silent peer offers non-verbal support during the conference. It is the student's responsibility to notify the silent peer of the date, place, and time of the conference and to instruct that person in the role of silent peer. The name of the silent peer should be given to the MA(TS) committee chair at least one day prior to the conference.
  - Occasionally, the VPAAD or the Registrar may ask that a new faculty member be allowed to observe the conference process, but not to participate.
- MA(TS) Conference
 

The Thesis and Creative Project and Conference must be successfully completed by April 15 of a given year if the student wishes to graduate in that same academic year.

  - a) The two-hour conference begins with a brief fifteen-minute session during which the committee plans an approach to the conference that will be creative and sensitive to the student. The student is then asked to join the committee.
    - MATS Form G: Student File Review: The committee chair summarizes the student's work throughout the degree program, using this form. The student also completes Form G prior to the conference as a means of reflecting on her/his own academic work and vocational readiness.
    - During this review segment of the conference, the student may offer additional comments regarding her/his previous work.
  - b) A major portion of the conference time will be dialogue between the MA(TS) Committee and the student. Using the Thesis or Thesis and Creative Project as a basis for reflection, the student and committee discuss:
    - The Thesis, its sources and method;
    - The student's creative project (if appropriate), its sources and method;
  - c) Implications for the field in question.
- Grading Criteria for Thesis or Thesis and Creative Project and MA(TS) Conference
  - a) At the conclusion of the two-hour conference, the MA(TS) Committee convenes without the student present to evaluate the student's performance in relation to the Thesis or Thesis and Creative Project and Conference Expected Student Outcomes:
    - Demonstrates informed theological understanding and expertise in literature in the field of study
    - Demonstrates ability to do research within a field of study
    - Demonstrates knowledge of the content and method of a field of study
    - Identifies significant issues within that field
    - Thinks critically and coherently about the field
    - Formulates and sustains an argument within the field in written and oral communication
    - Makes a constructive contribution to the field
    - Articulates a thesis both in written and oral discussion
    - Discusses the Thesis and Creative Project in a critical and informed way
    - integrates theological understanding with creative expression in the Creative Project
    - Demonstrates coherence between the Thesis and Creative Project
    - Demonstrates originality, authenticity, and integrity in written and oral communication

- b) The MA(TS) Committee decides whether the Thesis or Thesis and Creative Project and Conference has been completed satisfactorily.
  - c) MA(TS) Form H: Evaluation of Thesis and Conference or Thesis and Creative Project and Conference: on the basis of the expected student outcomes and the published grading scale, the committee completes Form H by assigning a grade for the Thesis or Thesis and Creative Project and Conference, together. The student is then asked to return for the committee's evaluation.
- Post-Conference Process
    - a) Successful Conference
      - An MA(TS) Committee may deem a Thesis or Thesis and Creative Project to be acceptable without revision. A frontispiece with faculty signatures should be attached to the final document(s)/materials and submitted to the Registrar. The student must also submit an electronic copy to the Associate Dean for Academic Affairs.
      - An MA(TS) Committee may request revisions or a student may choose to revise the Thesis or Thesis and Creative Project on the basis of conversation that occurs in an otherwise acceptable conference. Once any revisions have been made to the committee's satisfaction, a frontispiece should be attached to the final document. After collecting committee members' signatures, the student submits the final document(s)/materials to the Registrar. The student must also submit an electronic copy to the Associate Dean for Academic Affairs.
      - When the Thesis and Creative Project and Conference are completed, Forms G and H used in the MATS 404 Conference will be submitted to the Registrar along with the Thesis or Thesis and Creative Project for placement in the student's file.
    - b) Submission of Thesis or Thesis and Creative Project to Library – the Registrar must receive the final copy of the Thesis or Thesis and Creative Project, approved by the MA(TS) Committee no later than the date senior grades are due before commencement in May of the same year. The Registrar notes receipt of the materials and delivers them to the Saint Paul library for addition to the collection.
    - c) Unsuccessful Conference
      - A student may make two attempts to complete MATS 402/404 Thesis and Conference or Thesis and Creative Project and Conference satisfactorily. For a second attempt, the student must re-register in MATS 402 or 404 and complete all course requirements during the semester immediately following the semester of the first attempt.
      - A final grade no higher than B will be given to a student successfully completing a second attempt at a Thesis and Conference or Thesis and Creative Project and Conference.
      - Failure to complete the Thesis or Thesis and Creative and Conference on the second attempt results in referral of the student to the Academic and Professional Development Committee for reflection upon vocational readiness and possible termination of registration.

• Student Learning Outcomes And Assessment Rubrics  
 (Approved by the Faculty Council, May 3, 2012)

<b>Student Learning Outcome 1: Exhibit scholarly competence within a defined field of study.</b>		
RUBRIC:		
Minimally Satisfactory	MA(TS) Appropriate	Exemplary
<p>Student demonstrates a foundational knowledge of scholarship in the field of study and basic skills in scholarly research.</p> <p>Evidence: articulation of foundational knowledge and basic scholarly skills in the field of study.</p>	<p>Student critically engages scholarship in the field of study using appropriate research methods.</p> <p>Evidence: identification of significant issues in the field of study; critical reflection on those issues; critical engagement with scholarship in the field; use of appropriate research methods.</p>	<p>Student contributes to the field of study through constructive proposals in dialogue with scholarship in the field of study.</p> <p>Evidence: a constructive contribution to the field of study; creative engagement with scholarship.</p>
<b>Student Learning Outcome 2: Integrate scholarship of the biblical, historical, theological and/or moral traditions of Christianity.</b>		
RUBRIC:		
Minimally Satisfactory	MA(TS) Appropriate	Exemplary
<p>Student relates to biblical, historical, theological and/or moral traditions of Christianity.</p> <p>Evidence: articulation that draws upon biblical, historical, theological, and/or moral traditions of Christianity.</p>	<p>Student critically engages scholarship from diverse perspectives on biblical, historical, theological and/or moral traditions of Christianity.</p> <p>Evidence: critical engagement with diverse perspectives on biblical, historical, theological and/or moral traditions of Christianity; critical engagement with issues related to the focus of study.</p>	<p>Student makes constructive proposals related to the focus of study that draw upon diverse perspectives on biblical, historical, theological and/or moral traditions of Christianity.</p> <p>Evidence: constructive proposals in the focus of study; use of diverse perspectives on biblical, historical, theological and/or moral traditions of Christianity.</p>

<b>Student Learning Outcome 3: Demonstrate self-critical awareness of the theological basis of one's vocation.</b>		
RUBRIC:		
Minimally Satisfactory	MA(TS) Appropriate	Exemplary
<p>Student demonstrates basic understanding of the theological basis for one's life and work.</p> <p>Evidence: articulation of the theological basis of vocation</p>	<p>Student self-critically engages theological resources that inform vocation.</p> <p>Evidence: critical interpretation and appropriation of theological resources to clarify vocation.</p>	<p>Student creatively refines vocation in light of a constructive integration of theological resources.</p> <p>Evidence: creative statement on vocation drawing explicitly upon a constructive integration of theological resources</p>
<b>Student Learning Outcome 4: Demonstrate intercultural competency in the practice of ministry</b>		
RUBRIC:		
Minimally Satisfactory	MA(TS) Appropriate	Exemplary
<p>Student demonstrates awareness of intercultural commonalities and culturally learned differences.</p> <p>Evidence: Identifies intercultural commonalities and culturally learned differences.</p>	<p>Student identifies and appreciates patterns of cultural differences and commonalities in one's own and other cultures.</p> <p>Evidence: Acts on increased insights in culturally appropriate ways. Responds effectively to intercultural differences.</p>	<p>Student is able to bridge cultural differences and commonalities in values, expectations, beliefs and practices.</p> <p>Evidence: Accurately understands and adapts behavior to cultural differences and commonalities. Able to shift cultural perspective and change behaviors in culturally appropriate and authentic ways.</p>

Students are advised to declare their specializations as early as possible and to work closely with faculty advisors when choosing appropriate course work.

## Doctor of Ministry Degree

(GKC only)

The Doctor of Ministry is the highest degree in professional ministry and seeks to provide an advanced level of leadership for the church. It provides experienced ministers the opportunity and resources for creative and reflective learning in relation to their own context for ministry. It is expected that applicants will have earned a theological master's degree prior to admission.

- Student Learning Outcomes and Assessment Rubrics  
(Approved by Faculty Council, May 3, 2012)

<b>Student Learning Outcome 1: Will critically and constructively engage the Christian Bible and heritage in the practice of ministry.</b>		
RUBRIC:		
Minimally Satisfactory	DMIN Appropriate	Exemplary
<p>Student appropriates the Bible and the Christian heritage as resources for theological reflection on the practice of ministry.</p> <p>Evidence: appropriation of the literature and scholarship of the Bible and Christian heritage to the practice of ministry.</p>	<p>Student critically analyzes biblical texts and resources in the Christian heritage using diverse hermeneutical methods as tools for theological reflection on the practice of ministry.</p> <p>Evidence: critical appropriation of the literature and scholarship of the Bible and Christian heritage to the practice of ministry. Use of a variety of hermeneutical methods through which the Bible and Christian heritage can be fruitfully explored.</p>	<p>Student critically analyzes the literature and scholarship of the Christian scriptures and heritage and creatively interprets their meaning for the practice of ministry in the contemporary church.</p> <p>Evidence: creative proposals for theological reflection on the practice of ministry that draws significantly upon critical analyses and constructive interpretations of the Bible and the Christian heritage.</p>
<b>Student Learning Outcome 2: Will critically and constructively articulate a prophetic vision for ministry.</b>		
RUBRIC:		
Minimally Satisfactory	DMIN Appropriate	Exemplary
<p>Student demonstrates awareness of Christian prophetic traditions as a resource for theological reflection on the practice of ministry in the church.</p> <p>Evidence: an appropriation of Christian prophetic traditions, articulating implications regarding practices of peace and justice in the church's ministry.</p>	<p>Student critically analyzes, appropriates, and interprets Christian prophetic traditions as resources for theological reflection and practice in the church.</p> <p>Evidence: a critical analysis, interpretation, and appropriation of Christian prophetic traditions in theological reflection on the church and its ministry.</p>	<p>Student critically reflects on historical and doctrinal traditions and makes constructive proposals for renewing the church and society.</p> <p>Evidence: constructive proposals for the creative appropriation of Christian prophetic traditions in the church.</p>

**Student Learning Outcome 3: Will critically and constructively engage and appropriate spiritual traditions for the practice of and leadership in ministry.**

RUBRIC:

Minimally Satisfactory	DMIN Appropriate	Exemplary
<p>Student appropriates spiritual traditions for the practice of and leadership in ministry.</p> <p>Evidence: an appropriation of practices from spiritual traditions for the sake of the practice and leadership in ministry.</p>	<p>Student critically analyzes, interprets, and appropriates spiritual traditions for the practice of and leadership in ministry.</p> <p>Evidence: a critical engagement of historical and contemporary scholarship of various spiritual traditions with application to the practice of and leadership in ministry.</p>	<p>Student constructs creative proposals for the practice of ministry and leadership in ministry drawing from various spiritual traditions.</p> <p>Evidence: a constructive proposal for the practice of and leadership in ministry, drawing upon a critical understanding of spiritual practices from multiple Christian traditions.</p>

**Student Learning Outcome 4: Will critically and constructively exhibit methodological competence for the study of the Church and practice of ministry.**

RUBRIC:

Minimally Satisfactory	DMIN Appropriate	Exemplary
<p>Student demonstrates methodological competence in the study of the Church and practice of ministry at the disciplinary and meta-theological levels.</p> <p>Evidence: articulation of the methods used.</p>	<p>Student critically analyzes, appropriates, and integrates a variety of methods in the study of the Church and practice of ministry at the disciplinary and meta-theological levels.</p> <p>Evidence: a critical analysis, integration, and appropriation of a variety of methods in the study of the Church and practice of ministry at the disciplinary and meta-theological levels.</p>	<p>Student develops a constructive proposal for refining methods in the study of the Church and practice of ministry at the disciplinary and meta-theological levels.</p> <p>Evidence: a constructive proposal that refines methods in the study of the Church and practice of ministry at the disciplinary and meta-theological levels.</p>

**Student Learning Outcome 5: Will critically and constructively contribute to church praxis and leadership in ministry.**

**RUBRIC:**

Minimally Satisfactory	DMIN Appropriate	Exemplary
Student identifies challenging issues in church praxis and/or leadership in ministry and identifies a model of ministry that addresses the issues.	Student critically engages models of ministry that address well-defined challenging issues in church praxis and/or leadership in ministry.	Student constructs an innovative model of ministry that addresses well-defined challenging issues in church praxis and/or leadership in ministry.
Evidence: an identification of challenging issues in church praxis and/or leadership in ministry and an articulation of a model of ministry addressing the issues.	Evidence: a critical engagement with multiple models of ministry that address challenging issues in church praxis and/or leadership in ministry.	Evidence: an innovative model of ministry that addresses well-defined challenging issues in church praxis and/or leadership in ministry.

**Student Learning Outcome 6: Demonstrate intercultural competency in the practice of ministry**

**RUBRIC:**

Minimally Satisfactory	DMIN Appropriate	Exemplary
Student demonstrates awareness of intercultural commonalities and culturally learned differences.	Student identifies and appreciates patterns of cultural differences and commonalities in one's own and other cultures.	Student is able to bridge cultural differences and commonalities in values, expectations, beliefs and practices.
Evidence: Identifies intercultural commonalities and culturally learned differences.	Evidence: Acts on increased insights in culturally appropriate ways. Responds effectively to intercultural differences.	Evidence: Accurately understands and adapts behavior to cultural differences and commonalities. Able to shift cultural perspective and change behaviors in culturally appropriate and authentic ways.

• Curricular Components

*(Approved by Faculty Council May 10, 2012)*

The Doctor of Ministry (DMin) degree is a 30 semester-hour program completed in a minimum of three years or a maximum of six years. Course work is offered in intensive time blocks during the winter and summer terms. The minimum full-time enrollment for a Doctor of Ministry student is two out of four terms a year with a minimum of four (4) semester hours per academic year.

The DMin program is composed of several topic-specific tracks that run concurrently, along with a general program designed for an individual's self-directed and focused study. Students admitted to a topic-specific track in a given year take their coursework in an established order with no electives.

Topic-specific tracks currently in progress are closed to new applicants. However, courses in these tracks are open to DMin students in the general track. All topic-specific tracks and the general program begin with the DMin Orienting Seminar, offered annually in the winter term.

- DMIN 510: Orienting Seminar

*(Approved by Faculty Council, March 2009)*

This seminar introduces students to the DMin Program and forms a learning community of experienced persons in professional ministry. This one-week intensive seminar is offered only in the winter term.

Students are introduced to practical theological methods by which theory and practices are integrated for the purpose of transforming praxis. This course aims to help students investigate and assess their vocation in ministry, cultural context (including how it is shaped by attitudes and practices regarding gender, sexual orientation, class, disabilities, ethnicity and race) and ecclesial tradition. Students will complete an in-class writing assignment (such as a case study) which will be assessed for diagnostic purposes, so that students needing assistance with their theological writing skills are identified early and offered appropriate assistance.

*Courses Permitted Prior to Completion of DMin Orienting Seminar*

Students normally begin the DMin degree with DMIN 510 DMin Orienting Seminar. After being admitted to the general program, students may (with approval from the instructor(s) of the courses) take a maximum of six semester credit hours before enrolling in DMIN 510.

- Ministry Seminars

The three ministry seminars offered in this program are one-week intensive classes, usually held in winter and summer terms with assignments before and after the class meetings. The seminars require advanced work in biblical, historical, doctrinal, and pastoral studies. Each seminar is a two-credit hour class, and all three seminars are required. The three seminars include:

- CHS 515 Prophetic Ministry (Every other Summer, even years)
- HST 514 Spiritual Traditions and Ministry (Every other Summer, odd years)
- THL 512 Theology and the Church's Ministry (Every other Winter, even years)

- General Track

General DMin Program	Semester Credit Hours
I. Orientation	
DMin Orienting Seminar (DMIN 510)	2
II. Ministry Seminars	
THL 512 Theology and the Church's Ministry	2
HST 514 Spiritual Traditions and Ministry	2
CHS 515 Prophetic Ministry	2
III. Electives (see below)	16
IV. Praxis Thesis and Field Project	
DMIN 550 Praxis Thesis Seminar	1.5
DMIN 552 Proposal Conference	0.5
DMIN 555 Praxis Thesis Conference	4
Total Hours	=30

- General Program: Electives

The 16 hours of electives required in the General DMin program may be earned in the following ways:

- **Topic-Specific Track Courses**

Most topic-specific track courses are open to all DMin students and may be taken to fulfill the elective requirements in the general DMin program.

- **MDiv Courses**

DMin students may take up to 10 semester hours of master's program course work for doctoral credit provided arrangements are made with the instructor prior to registration. Students pursuing this option must submit an updated the course syllabus approved by the course instructor, noting additional reading and writing required to meet doctoral standards. Two-hour courses offered to meet certification requirements at the master's level cannot be upgraded to doctoral level.

- **Independent Study**

*Forms required for the options listed below are available online at [www.spst.edu/forms](http://www.spst.edu/forms)*

Independent study is a form of contracted learning in which instructor and student mutually agree to a curriculum of study that cannot be fulfilled through normal Saint Paul course offerings. Regular meetings between instructor and student are required. Independent studies are ordinarily offered in units of one to three credit hours. The standard for a single credit hour of academic work is 56 hours of student work, including instructor-student contact time. Students who engage in independent studies are assessed a reader fee for each credit hour in addition to tuition (see *Financial Policies and Procedures*).

A maximum of five hours may be earned in an independent study in any DMin track. Such hours must be completed under supervision of Saint Paul core or emeriti faculty. Within the overall limits described above, a student may apply for any number of directed units in a given term.

○ **Transfer Credit**

Under certain circumstances, it is advisable for students to supplement course offerings at Saint Paul with high quality courses from other educational institutions. Students contemplating such studies should refer to the *Institutional Procedures* section under *Transfer Credit – DMin Degree*.

Transfer credit cannot be granted *before* successful completion of courses from other institutions, but the appropriateness of specific courses for inclusion in a particular DMin curriculum may be assessed. To avoid misunderstanding and loss of time and resources, it is imperative that students seek guidance and preliminary approval from the faculty advisor, the DMin Program Director and/or the VPAAD before registering for course work at other institutions.

● Topic-Specific Tracks

<b>KOREAN Wesleyan Spirituality and Congregational Renewal DMin Cohort Track 3</b>	<b>Semester Credit Hours</b>
Faculty Advisors: Young-Ho Chun and Sung Jun Yoo <i>*Tracks started June 2010 &amp; June 2012 Respectively</i>	
I. Orientation DMIN 510 DMin Orienting Seminar	2
II. Ministry Seminars CHL 513 Person and Role of Minister as Leader	2
III. Track Specific Courses DMIN 527 Enacting Wesleyan Theology for the Revitalization of the Church	3
DMIN 528 Advanced Congregational Study	1
THL 527 Theology and Spirituality in the Wesleyan Tradition	2
DMIN 529 Becoming the Authentic Church in the Wesleyan Perspective	2
DMIN 530 Experiencing Wesleyan Spirituality A	1
DMIN 538 Wesleyan Study Pilgrimage in England	3
DMIN 533 Worship and Spiritual Renewal	2
DMIN 535 Scripture and Spirituality in Wesleyan Perspective	2
DMIN 537 Wesleyan Missiology for the Renewal of the Church	1
CRE 528 A Ministry of Christian Faith Formation in the Wesleyan Tradition	2
DMIN 536 Experiencing Wesleyan Spirituality B	1
IV. Praxis Thesis and Field Project DMIN 550 Praxis Thesis Seminar	1.5
DMIN 552 Praxis Thesis Proposal Conference	0.5
DMIN 555 Praxis Thesis Conference	4
<b>Total Hours</b>	<b>=30</b>

<b>Children and Poverty in a Globalized Economy DMIN Cohort Track</b>	<b>Semester Credit Hours</b>
Faculty Advisors: Angela D. Sims and Shannon Jung <i>*Track started June 2010</i>	
I. Orientation DMIN 510 DMin Orienting Seminar	2
II. Ministry Seminars THL 512 Theology and the Church's Ministry	2
CHS 515 Prophetic Ministry	2
HST 514 Spiritual Traditions and Ministry	2
III. Track Specific Courses CHS 510 Children and Poverty: A Global Perspective	3
CHS 517 Locating Social Justice Ministries: Sociopolitical and Cultural Contexts	2
NTS 510 Biblical Visions of Love, Justice, and Reconciliation	3
IMM 510 International Immersion	3
CHS 520 Advocacy in the 21st Century: Children, Poverty and Public Policy	2
CHS 525 Social Justice Foundations: Biblical and Theological Bases for Social Justice Ministry	3
IV. Praxis Thesis and Field Project DMIN 550 Praxis Thesis Seminar	1.5
DMIN 552 Proposal Conference	0.5
DMIN 555 Praxis Thesis Conference	4
<b>Total Hours</b>	<b>=30</b>

<b>Global Health and Wholeness DMin Cohort Track</b>	<b>Semester Credit Hours</b>
Faculty Advisors: Jeanne Hoeft and Patricia Beattie Jung <i>*Track started January 2011</i>	
I. Orientation DMIN 510 DMin Orienting Seminar	2
II. Ministry Seminars THL 512 Theology and the Church's Ministry	2
CHS 515 Prophetic Ministry	2
HST 514 Spiritual Traditions and Ministry	2
III. Track Specific Courses PCR 510 Contextual Pastoral Theology and Care for the Marginalized	3
PCR 515 Global Health and Wholeness: Pastoral Theology and Care Perspectives	3
CHS 517 Locating Social Justice Ministries: Sociopolitical and Cultural Contexts	2
CHS 530 Healthcare: Biblical and Christian Ethical Traditions	2
IMM 510 International Immersion	3
CHS 525 Social Justice Foundations: Biblical and Theological Bases for Social Justice Ministry	3
IV. Praxis Thesis and Field Project DMIN 550 Praxis Thesis Seminar	1.5
DMIN 552 Proposal Conference	0.5
DMIN 555 Praxis Thesis Conference	4
<b>Total Hours</b>	<b>=30</b>

<b>Revitalizing Congregations DMin Cohort Track</b>	<b>Semester Credit Hours</b>
Faculty Advisors: Mike Graves and Shannon Jung <i>*Track starting January 2012</i>	
I. Orientation DMIN 510 DMin Orienting Seminar	2
II. Ministry Seminars THL 512 Theology and the Church's Ministry	2
CHS 515 Prophetic Ministry	2
HST 514 Spiritual Traditions and Ministry	2
III. Track Specific Courses CHL 523 Ministry Leadership	3
CHS 517 Locating Social Justice Ministries: Sociopolitical and Cultural Contexts	3
CHS 516 Contextualizing the Vital Church	2
PRE 501 Rethinking Biblical Preaching	3
WOR 501 The Worshiping Church	3
CHS 518 Models of Diversity and Community	2
IV. Praxis Thesis and Field Project DMIN 550 Praxis Thesis Seminar	1.5
DMIN 552 Proposal Conference	0.5
DMIN 555 Praxis Thesis Conference	4
<b>Total Hours</b>	<b>=30</b>

Leading Congregations to Excellence and Innovation DMin Cohort Track	Semester Credit Hours
Faculty Advisors: Elaine Robinson, Amy Oden and Robert Spinks <i>*Track starting January 2014</i>	
I. Orientation DMIN 510 DMin Orienting Seminar	2
II. Ministry Seminars HST 514 Spiritual Traditions and Ministry	2
THL 512 Theology and the Church's Ministry	2
CHS 515 Prophetic Ministry	2
III. Track Specific Courses Leadership for Effective and Innovative Ministry	1
Organizing for Effective Ministry	2
Intercultural Competence Online Course I	1
Intercultural Competence Online Course II	1
Developing Missional Capacity	2
Biblical Preaching for Missional Capacity	2
Creating Missional Collaborations	2
Collaborations with Intercultural Competence	1
Legal and Financial Dimensions of Innovative Mission	2
Strategic Planning for Innovative Mission	2
IV. Praxis Thesis and Field Project DMIN 550 Praxis Thesis Seminar	1.5
DMIN 552 Proposal Conference	0.5
DMIN 555A and DMIN 555B Praxis Thesis Conference	4
Total Hours	=30

- Praxis Thesis Committee

A DMin Thesis Committee is composed of two faculty members whose areas of specialization makes it appropriate for them to guide the student. For more information about the appointment and functions of the committee, please see *Doctor of Ministry Praxis Thesis Guidelines*.

- Changing Tracks

*(Approved by Faculty Council, April 2011)*

Admission to the general track requires prospective students to indicate their area of study and is contingent upon approval of the DMin Committee Chair and an additional faculty member whose area of specialization overlaps with the prospective student's interests. This faculty member is identified by the DMin Program Director and the appointment of the advisor is made by the VPAAD on the recommendation of the DMin Program Director.

Admission to a topic-specific track is closed when the application deadline has passed for that track. Students in a topic-specific track are expected to complete all curricular components of the track. Students unable to enroll in a track-specific required course should consult with the faculty advisor and other track leaders to develop an alternative for completing that requirement. No more than two track-specific required courses may be filled with substitute courses. Faculty advisors must submit written approval of course substitutions to the Registrar for inclusion in the student's file.

DMin students may petition the Doctor of Ministry Degree Committee for a change of track. For example, if a student is unable to complete the curricular requirements for a topic-specific track, the student may petition the committee to change to the General track. The written petition should include the reasons for the request, a statement regarding the Praxis Thesis topic area, and a plan for completing the degree in the requested track. The Doctor of Ministry Degree Committee will not approve a change of track unless a faculty advisor is available in the requested track. Students may be assigned to topic-specific tracks only with the permission of the lead faculty.

If a student is unable to complete the approved requirements for the degree in the track to which she or he was admitted and a change of tracks is denied, the student will be discontinued.

- Responsibility for Learning

The DMin program provides a context and resources for creative and reflective learning meant to empower the student for a lifetime of self-directed learning. Saint Paul School of Theology provides the support for students to take responsibility for their learning and to deepen their understanding of their vocation.

- Doctoral Program Standards

- Attendance (100%) and participation
- Reading: Between 500-800 pages per credit hour per course (advance assignments included)
- Writing: Between 10 and 15 pages per credit hour per course
- Approximately 56 hours of student work per semester hour

- Expectations for Writing

In all writing, the following elements should be demonstrated:

- Analytical/critical grasp of theory and acquaintance with the current literature and highly informed discussion of the issues concerned
- Praxeological orientation: thinking and writing with attention to context, self, and theoretically-informed, reconstructed practices
- Critical and creative reconstruction of ministerial/ecclesial practice in light of an explicit theoretical/theological framework and normative principles
- Logical coherence, conceptual clarity, and papers error-free in grammar, syntax, and vocabulary

- Setting for Ministry

Saint Paul School of Theology has a long-standing tradition of utilizing an action/reflection model of theological education in preparing persons for advanced leadership in the ministry of the church. Students are expected to integrate the academic study of faith and ministry with their actual experience and practice in a ministry setting. Because a student's setting for ministry is an integral part of the entire DMin curriculum and is an assumed background for reflection and integration in every course offered, all persons registering for DMin courses must have an approved setting for ministry. **Criteria used for determining the acceptability of a setting for ministry include the following:**

- Defined field of ministry. This may include appointment or employment as pastor or staff member of a local church, denomination or church-related agency, or as a chaplain.
- Description of responsibilities. This should include some responsibility for initiating programs or ministries through which the student can experience a leadership role. A clear description should be negotiated with the student's supervisor – e.g. local church personnel committee, denominational official, agency/hospital director of staff, or personnel director.
- Accountability structure. The student will designate the person or group in the setting for ministry with whom the student will have regular interaction and evaluation regarding the impact and influence of the DMin educational process on the student's quality of ministry.
- Special circumstances. Special settings for ministry may be negotiated with the Doctor of Ministry Degree Committee.

- Maintaining Good Standing in the DMin Program

Work completed within six years prior to graduation may be counted toward the DMin degree. Exceptions are made only by written petition to and approval by the Doctor of Ministry Degree Committee. Under ordinary circumstances, Doctor of Ministry students are expected to maintain continuous registration throughout their studies.

DMIN 550 Praxis Thesis Seminar (1.5 semester hours) is the final classroom course in the program. Thereafter, students are expected to register in the following term for DMIN 552 Praxis Thesis Proposal Conference (0.5 semester hours). DMIN 552 may be repeated only once if the initial attempt to pass this course is not successful.

Upon successful completion of DMIN 552 Praxis Thesis Proposal Conference, students are expected to register for DMIN 555 Praxis Thesis. This course – during which the praxis thesis and project are completed – is ordinarily taken in two sequential terms (DMIN 555A and DMIN 555B, valued at 2 semester hours each), but it may be completed in one term with faculty advisor approval. In cases where DMIN 555 is completed in one term, it will be valued at 4 semester hours' credit.

Students who need additional time to complete the Praxis Thesis after making satisfactory progress toward completion of the thesis must register for DMIN 556 Thesis Writing Continuation (valued at 1 semester hour for each term until the praxis thesis is completed with the approval of the faculty advisor). DMIN 556 may be repeated as often as needed, within the published time limits for the degree. A minimum of two terms of registration must be maintained for each full year beyond completion of DMIN 555A and DMIN 555B in which a student is engaged in Praxis Thesis work under supervision of faculty. A CR/NC grade based on achievement of satisfactory progress toward completion of the thesis is submitted each term by the faculty advisor. Students not registered continuously must seek a leave of absence to remain in good standing.

- Praxis Thesis Process

- **Pre-Praxis Thesis Evaluation**

*(Approved by Faculty Council, March 2009)*

Students ordinarily begin work on the Praxis Thesis portion of the Doctor of Ministry program after completing 20 or 21 credit hours with a grade of B- or above. A mid-point evaluation by the advisor and student initiates this portion of the program to determine the student's progress related to the DMIN Student Learning Outcomes and whether or not the student is prepared to continue with the degree program.

For additional information about this stage of the degree program, please consult *Doctor of Ministry Praxis Thesis Guidelines*.

*Certificate of Doctoral Study*

At the time of the Pre-Praxis Thesis Evaluation the student and/or the faculty advisor(s) may conclude that the student who is otherwise in good standing should, for personal, professional, or academic reasons, terminate his or her work after the completion of the 20 to 21 hours of coursework preceding this evaluation. The student and/or faculty committee may recommend to the faculty that the student to be awarded a "Certificate of Doctoral Study in (name of track)" as a fitting conclusion to the student's work.

- **Praxis Thesis Preparation and Writing**

Students who receive approval to continue to the Praxis Thesis portion of the Doctor of Ministry program at the time of their Pre-Praxis Thesis Evaluation should consult the *Doctor of Ministry Praxis Thesis Guidelines* and work closely with their faculty advisors to fulfill their remaining degree requirements.

## Degree and Non-Degree Programs

### United Methodist Church

- Deacon Studies

With the 1996 General Conference of The United Methodist Church, an order of Deacon in Full Connection was established. Saint Paul continues its tradition of educating leadership for the church by providing courses that fulfill the academic requirements for the new order of deacon.

Saint Paul offers three graduate education tracks for persons preparing for ordination as Deacon in Full Connection with The United Methodist Church. A bachelor's degree is a prerequisite for each.

- **Master of Divinity Degree:** the Master of Divinity degree (79 credit hours) fulfills the academic requirements for ordination as Deacon in Full Connection with The United Methodist Church.
- **Master of Arts in Christian Ministry Degree:** Specialization in Deacon Studies or the area of Specialized Ministry (54 credit hours) may also fulfill the academic requirements for ordination as Deacon in Full Connection with The United Methodist Church by adding three deacon specific courses to the degree plan.
- **Basic Graduate Theological Studies in the Christian Faith (27 credit hours):** These courses include three credit hours each in the areas of Hebrew Bible, New Testament, Theology, Church History, Mission of the Church in the World, Worship and Liturgy, Evangelism, and two credit hours each of United Methodist Doctrine, Polity, and History. (Credit offered in these courses is accepted in the MACM and MDiv degrees.) To meet the academic requirements for Deacon in Full Connection with The United Methodist Church, these courses may be taken:
  - a) In addition to a master's degree in the area of specialized ministry in which the candidate will serve;
  - b) In addition to at least ten graduate hours for professional certification in the area of specialized ministry (for persons who have reached 35 years of age at the time of certified candidacy);
  - c) As part of the 32 graduate hours required for local pastors who have reached 40 years of age at the time of certified candidacy and have completed five years of the Course of Study School.

- Course Of Study School

Licensed local pastors who receive their theological training through Course of Study School serve many United Methodist congregations. The Course of Study School is a year-round experiential and classroom learning process. The maximum number of courses a student can take in the Course of Study program is four courses per year. The maximum amount of time to complete all courses is ten (10) years.

Full-time pastors are required to take four (4) classes per year. All twenty (20) courses of the basis course of study program are offered in the summer during two 2-week sessions. Additionally, courses from years 2, 3 and 4 of the basis course of study program are offered in January in a 2-week session. In unusual circumstances, students may be granted permission to take additional courses with the approval of the Conference Board of Ordained Ministry, the Director of the Course of Study School, and the Division of Ordained Ministry. Send requests in writing to Lynn Daye, P.O. Box 340007, Nashville, TN 37203.

Part-time pastors are required to take a minimum of two (2) classes per year. Part-time local pastors may use the weekend format, which consists of one weekend in each of two consecutive months in the fall (October, and November) and in the spring (March, and April). Part-time local pastors in the southern part of Missouri may choose to attend the Springfield Saturday School. It is held at Kings Way United Methodist Church, Springfield, MO, for 7 hours on each of 3 Saturdays in the fall (September, October and November) and in the spring (February, March and April). Saturday classes are also available for part-time local pastors at Oklahoma City in the spring and fall. Fall classes are one Saturday each for September, October and November and spring classes are one Saturday each in January, February and March.

The Course of Study School represents a close relationship between the seminary, the Saint Paul Course of Study School Board of Advisors, and the United Methodist General Board of Higher Education and Ministry.

Please consult the Course of Study page on the Saint Paul website or contact the Course of Study office to learn which of the 20 required classes are offered in a particular format in a particular year.

- Continuing Education

Saint Paul School of Theology recognizes that education for leadership in the ministry of the church is a life-long process. Saint Paul offers learning opportunities for both clergy and laity through lectures, conferences, selected courses, and a variety of special continuing education events. Participants may apply for CEU credits through many of these events. In addition, courses labeled "CEU" in the Master's curriculum are open to qualified students seeking continuing education credits. More information is available online at <http://www.spst.edu>.

## **Summer and Winter Sessions**

The summer session at Saint Paul School of Theology is designed for a variety of participants: degree-seeking students and non-degree students, diaconal and ordained ministers, laity and local pastors in Advanced Course of Study. Some courses are suitable both for students seeking academic credit and those needing continuing education units. Most summer session courses are intensive, one-week or two-week seminars. Many have advance assignments, which students are expected to complete in a period of at-home study before the on-campus session begins. These courses require the student's full-time involvement during the on-campus session. Additional assignments are usually due following the conclusion of the class.

## **Lectureships and Seminars**

Lectureships and seminars established through the years enrich theological education at Saint Paul. Regular lectureships include:

- Wertsch Lecture on the Work of the Church
- Harrington Seminar for Contemporary Issues
- Stover-Ward Lecture on United Methodism
- Slater-Willson Lecture to Stimulate Spiritual and Intellectual Life
- Cleaver Program in Religion and Public Life

*\*See [www.spst.edu](http://www.spst.edu) for further details and for the current lecture schedule.*

### *\*Course Listing By Department*

A list of courses can be found on page 164 of this handbook.

Additional projected courses can be found online at [www.spst.edu](http://www.spst.edu).

## **Independent Study (Ind)**

An independent study is initiated by a student in consultation with a faculty member. The purpose is further exploration of a given subject area with guidance provided by a faculty member. The student and faculty member develop a plan for a 1-3 hour independent study and record the plan on the form available online: [www.spst.edu/forms](http://www.spst.edu/forms). It must then be approved by the student's faculty advisor and the VPAAD (GKC) or Academic Dean (OKC). Students will be registered for an independent study only after they have submitted the approved independent study proposal form to the Registrar. It is assumed that independent studies require a large degree of flexibility depending on the subject matter, the student's needs and abilities, and the instructor's time and creativity. However, general guidelines are that an independent study may require 56 total hours of work (including a minimum of four hours consultation between faculty and student), 210-420 pages of reading, and 7-10 pages of written work per credit hour.

Students should note that an independent study reader fee in addition to the usual cost of tuition is assessed for each credit hour of independent studies taken. Specific information about this fee can be found in the "Finances" section of this Handbook.

Ordinarily, a faculty member will not contract for more than three independent studies and three independent readings in one academic year for students in all degree programs (MACM, MA(TS), MDiv, DMIN). Course numbers are assigned by level and subject area below:

IND 230	Independent Study: Church Leadership
IND 231	Independent Study: Church and Society
IND 232	Independent Study: Christian Religious Education
IND 233	Independent Study: Denominational Studies*
IND 234	Independent Study: Ethics
IND 235	Independent Study: Evangelism
IND 236	Independent Study: Engaging World Religions
IND 237	Independent Study: Hebrew Bible Studies
IND 238	Independent Study: Historical Studies
IND 241	Independent Study: New Testament Studies
IND 242	Independent Study: Pastoral Care
IND 243	Independent Study: Preaching
IND 244	Independent Study: Theological Studies
IND 245	Independent Study: Worship
IND 530	DMIN Independent Study: Church Leadership
IND 531	DMIN Independent Study: Church and Society
IND 532	DMIN Independent Study: Christian Religious Education
IND 534	DMIN Independent Study: Ethics
IND 535	DMIN Independent Study: Evangelism
IND 537	DMIN Independent Study: Hebrew Bible Studies
IND 538	DMIN Independent Study: Historical Studies
IND 541	DMIN Independent Study: New Testament Studies
IND 542	DMIN Independent Study: Pastoral Care
IND 543	DMIN Independent Study: Preaching
IND 544	DMIN Independent Study: Theological Studies
IND 545	DMIN Independent Study: Worship

# ACADEMIC POLICIES AND PROCEDURES

## Student Access to Education Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- **The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access.** Students should submit a written request to the Registrar identifying the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of time and place where the records may be inspected. If the records are not under the Registrar's jurisdiction, the Registrar will advise the student of the correct official to whom the request should be addressed.
- **The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Students who wish to request amendment of a record should write the official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the official (in consultation with the official's supervisor) decides not to amend the record as requested, the student will be notified in writing of that decision and advised of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided at time of notification of this right.
- **The right to provide written consent before Saint Paul School of Theology discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.** Saint Paul holds student education records in trust and respects their confidentiality. Students must provide written, signed authorization for release of grades or other education records, even to officials of the student's denomination or members of the student's immediate family. Students have the right to request a hold on directory information (which is ordinarily not held in confidence) by contacting the Registrar.

FERPA authorizes disclosure of education records without consent under some defined circumstances. School officials who need to review an education record in order to fulfill their professional responsibility are deemed to have a "legitimate educational interest" and may gain access without prior permission from students. School officials receive FERPA training and maintain the information to which they have access in the strictest confidence

- **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue  
SW Washington, DC 20202-5901

Questions regarding FERPA should be directed to the Office of the Registrar:

Saint Paul School of Theology, 4370 West 109th Street, Suite 300, Overland Park, KS 66211.

## **Directory Information**

Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed, and is designated by individual institutions within limits specified by the Family Educational Rights and Privacy Act (FERPA).

At Saint Paul School of Theology, designated directory information includes the following:

- Name
- Preferred address
- Campus address
- Email address
- Phone number
- Dates of attendance
- Degree program
- Degree received
- Enrollment status (full-time or part-time)

Students may withhold directory information by notifying the Registrar in writing. Such withholding requests are binding for all information to all parties other than for school officials with legitimate educational interest. Requests to withhold directory information may be filed at any time and will be honored by the seminary until removed by the student.

## **Location of Student Records**

Official files for active students on the campuses of Saint Paul School of Theology are kept in the Registrar's office at 4370 West 109th Street, Suite 300, Overland Park, KS 66211. Grades are recorded and securely maintained in digital form on the student's permanent transcript. Course and composite evaluations of the student are in the student's permanent file, along with other official documentation of the student's academic progress. All graduates' records are electronically digitized and a duplicate set is kept in a fireproof vault. Other education records maintained by the institution are securely maintained by the appropriate offices. Students wishing to review their official files should contact the Registrar's office at the address listed above.

## **Student Responsibilities for Learning**

The responsibility for learning rests with the student. The philosophy of education at Saint Paul has as its goal the preparation of the student for a lifetime of self-directed learning.

## **Class Attendance**

The Faculty Council has set the following standards as guidelines for class attendance: **100% attendance is expected.** Absences (including late arrival to class) call for accountability, and excessive absences (as defined by course instructors) may result in grade penalties. Students should notify the faculty regarding absences. Students missing any class sessions are held accountable for work done in that session. It is the student's responsibility to contact the professor to explain any class sessions missed and to secure any assignments or directives that may have been given in the student's absence (voicemail at campus phone extensions and/or email may be used). In emergencies, students may call the Academic Life Office. (913) 253 – 5000 and leave a message. Students attending classes in Oklahoma City who are unable to notify faculty directly may call (405) 208-5757 and leave a message. Permission to make up work missed will be at the discretion of the instructor.

- Use of Facilities

Bulletin Boards, Notices, and Distribution of Materials

- **Greater Kansas City campus:** Materials from within and outside of the Saint Paul community are not to be posted or distributed without the following authorization:
  - a) Distribution to students requires authorization by the Dean of Students or the Vice President for Academic Affairs and Dean
  - b) Distribution to staff requires authorization by Human Resources
  - c) Distribution to faculty requires authorization by the Vice President for Academic Affairs and Dean
  - d) General distribution to all persons requires consultation and authorization by all of the above
  - e) Mailings to a list of external constituencies require authorization of the President's office
- **Oklahoma City campus:** On-campus solicitation is strictly prohibited. Oklahoma City University has specific guidelines regarding materials that may be posted on campus. For approval guidelines, please contact the Associate Dean and Associate Director of Contextual Education (OKC). A bulletin board is located inside the Saint Paul classroom.

### Grading Policy and Course Evaluative Categories

The seminary's work derives from its mandate from the church to prepare people for ministry by providing theological education. The seminary fulfills its task in part by engaging a teaching faculty who by professional qualifications and established responsibility evaluate students' theological growth. Assigning grades for coursework is a part of their responsibility. Students entering Saint Paul School of Theology do so with the understanding that it is the instructor's responsibility to provide these evaluations. Saint Paul follows AAUP principles in assigning grades: the faculty has the responsibility for the assignment of grades; students should be free from prejudicial or capricious grading; and no grade may be assigned or changed without faculty authorization. In extreme circumstances, such as the incapacity of an instructor, the VPAAD or AD may assign a grade of CR/NC for a course.

Faculty members have academic freedom, within institutional guidelines, to constitute their own course grades as they see fit. The final grade for a course may embrace, as deemed appropriate by the course instructor(s), not only academic but also professional and personal dimensions. The criteria by which students are to be evaluated should be just, measurable, and clearly identified. A course syllabus should clearly indicate from the outset of the course how the final grade is to be constituted.

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†††† American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure, <http://www.aaup.org/AAUP/protect/legal/topics/whogrades.htm>. It should be noted that in this policy the term, faculty, refers to the faculty as a whole. The term, instructor, refers to the teaching faculty member(s) whose grade is being appealed.

For all degree programs, Saint Paul School of Theology utilizes a GPA-correlated, A-F grading system, along with narrative commentary on a student's work:

A	4.00	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence <b>significantly above that normally acceptable for graduate theological education</b> at that stage in the student's curricular program.
A-	3.75	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence <b>well above that normally acceptable for graduate theological education</b> at that stage in the student's curricular program.
B+	3.50	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence <b>above that normally acceptable for graduate theological education</b> at that stage in the student's curricular program.
B	3.25	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence that is <b>normally acceptable for graduate theological education</b> at that stage in the student's curricular program.
B-	3.00	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence that is <b>only marginally acceptable for graduate theological education</b> at that stage in the student's curricular program.
<p><b>3.00 Minimum cumulative GPA to maintain good standing in the doctoral program.</b>  <b>2.80 Minimum cumulative GPA to maintain good standing in master's degree programs.</b></p>		
C+	2.75	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence that is <b>below what is acceptable for graduate theological education</b> at that stage in the student's curricular program.
C	2.50	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence <b>well below that normally acceptable for graduate theological education</b> at that stage in the student's curricular program. <b>The minimum acceptable grade for a distribution requirement or MACM or MA(TS)</b>
C-	2.25	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence <b>significantly below that normally acceptable for graduate theological education</b> at that stage in the student's curricular program.
D	2.00	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence that is <b>too low to be acceptable for graduate theological education</b> at that stage in the student's curricular program.
F	0.00	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence <b>not acceptable for graduate professional work</b> at that stage in the student's curricular program.

*Note:* Some courses such as Choir, Practicum, Praxis Proposal, Clinical Pastoral Education (CPE), Internships, Teaching Assistant, Immersion courses, and the DMIN 510 DMin Orienting Seminar and DMIN 550 Praxis Thesis

Seminars are offered on a credit/no credit basis and have no GPA equivalency. Other classes may be designated as credit/no credit only as determined by the VPAAD, in consultation with the instructor, at the time the course schedule is created. A student may not elect to take a course as credit/no credit if the course is not designated as a credit/no credit offering.

## **Satisfactory Academic Progress (Academic Policy)**

The policies described below do not address eligibility for financial aid, only a student's enrollment status at Saint Paul. Policies regarding SAP for financial aid eligibility can be found on p. x of the *Financial* section of the handbook.

- **Standards**

Saint Paul defines satisfactory academic progress as maintaining a cumulative GPA of 2.8 or higher for master's level students and 3.0 or higher for doctoral level students. If a student's cumulative GPA falls below the required GPA, he or she has failed to meet the standards of satisfactory academic progress.

- **Failure to Meet SAP Standards**

Students who fail to meet SAP standards are administratively placed on probation and are required to submit a written plan, in consultation with the academic advisor, for their semester on probation to the appropriate degree committee. Each student case is reviewed by the appropriate degree committee which may make further recommendations to the student.

- **Failure To Resolve Probationary Status**

Once on academic probation, students have one main term (fall or spring for masters students, winter or summer for doctoral students) to raise their cumulative GPA at or above the appropriate level for their degree program. If a student on probation fails to raise his or her GPA to the acceptable level by the end of the designated term, the student will be dismissed and receive a written notification from the VPAAD. The appropriate degree committee will also review the student's case at its next meeting.

The student, in consultation with their advisor, may submit a formal appeal of their dismissal to the appropriate degree committee. The appeal should describe the student's extenuating circumstances, progress made on issues leading to unsatisfactory academic progress, and should identify methods for ensuring that academic progress will be met if the appeal is approved.

Even if a student's dismissal appeal is accepted, they may not be eligible for financial aid. Students should review page x of the financial section of the handbook and consult with the Director of Student Financial Services on their financial aid eligibility.

- **Readmission after Dismissal**

Students who are dismissed for failure to meet satisfactory academic progress standards may apply for readmission to the program no sooner than one semester and no later than one year from their dismissal. The student's readmission application must include a statement describing their extenuating circumstances, progress made on issues leading to unsatisfactory academic progress, and should identify methods for ensuring that academic progress will be met if readmitted. Members of the appropriate degree committee reviewing the readmission file will aid admissions in determining what, if any, special conditions the student will be admitted under (e.g. probation, completion of a particular course, limit on enrolled hours per term, etc.)

Even if a student is re-admitted after dismissal, they may not be eligible for financial aid. Students should review page x of the financial section of the handbook and consult with the Director of Student Financial Services on their financial aid eligibility.

## **Maintaining Registration and Student Status Categories**

*(Approved by Faculty Council April 28, 2011)*

### • Maintaining Registration

#### ○ **Master's Degree Students**

Master's degree students are required to register for consecutive fall and spring terms, and may also take courses in winter and summer terms. Following matriculation, master's degree students will be administratively withdrawn if they do not register or fail to attend any required (fall or spring) term and have not been granted a leave of absence.

#### ○ **Doctor of Ministry Degree Students**

Doctor of Ministry degree students are required to register for a minimum of two terms per academic year. Ordinarily, DMin students in residence will register for winter and summer terms, while students completing their thesis work will often register in fall and spring terms. Some doctoral courses may be offered in fall and spring terms. Following their term of matriculation, doctoral students will be administratively withdrawn on the first day of any required (winter or summer) session for which they fail to register or fail to attend and have not been granted a leave of absence.

Any student who cannot register for the consecutive terms prescribed for his/her degree program may arrange for a leave of absence (see below) with the appropriate academic officer on the campus with which the student is affiliated.

### • Student Status Categories

The Master's Degree Committee is responsible for monitoring and responding to the status of master's degree students, and the DMIN Committee is responsible for monitoring and responding to the status of DMIN students.

#### ○ **Good Standing**

Good Standing indicates that a student has been certified by the registrar as making satisfactory progress (see Satisfactory Academic Progress above) toward degree completion. Further, the student is not currently subject to any disciplinary sanctions initiated by the Master's Degree Committee or the Doctor of Ministry Degree Committee. Students may graduate only while in good standing.

#### ○ **Academic Probation**

See the Satisfactory Academic Progress section above for information.

#### ○ **Academic Sanction**

Academic Sanction indicates that the Master's Degree Committee (master's students) or Doctor of Ministry Degree Committee (doctoral students) has determined that questions exist concerning the capability of a student to maintain satisfactory personal and/or professional progress in the student's degree program. When academic sanction is applied, the Master's Degree Committee or Doctor of Ministry Degree Committee will require certain limitations or other actions deemed useful for the student's academic, professional, or personal progress. In such circumstances, limits may be placed on the student's academic load, employment, financial aid, or extracurricular responsibilities. Students who fail to meet requirements specified by the Master's Degree Committee or Doctor of Ministry Degree Committee will be subject to termination.

- **Leave of Absence**

Leave of Absence indicates that a student has been given permission to take up to one year away from study at Saint Paul School of Theology. Various personal or professional reasons may make this a necessary choice for some students. Students must submit a written request for leave of absence to the appropriate official on the campus with which they are affiliated (Vice President for Academic Affairs and Dean, Kansas City; Academic Dean, Oklahoma City).

Students may begin a leave of absence without financial penalty if their written request is received by the appropriate dean before the drop/add deadline in any required term. Students who request a leave of absence after the drop/add deadline for a required term will be assessed the appropriate amount of tuition for the courses from which they are withdrawing, and their leave of absence will officially commence on the first day of the next full term. A year-long leave of absence will be calculated from the first day of the term in which the leave begins to the first day of that same term in the following year. Students are not required to reapply for admission upon their return. Time taken on leave of absence will not be counted against the total time limits for completing a degree. Students whose leave of absence is about to expire will be contacted by the registrar to make arrangements for registration in the next appropriate term. If no registration is received at the end of the leave of absence, the student will be administratively withdrawn from Saint Paul. A student whose leave has expired may reapply for admission at any time. Students who have received federal loans should always inquire with the Director of Financial Aid before taking a leave of absence. Most loan programs provide for a leave of no more than 180 days before repayment is required.

## **Acceptable Course Grades and Repeated Courses**

- **Master's Degree Students**

Courses taken by master's degree students to fulfill degree requirements must be completed with a minimum grade of C in each course. Students who do not attain a grade of C or higher must repeat the course or take a replacement course that meets the requirement. Only the replacement course will be counted toward GPA and credit for graduation.

If a student in a master's degree program receives a grade of F (or C- or D for distribution requirements as noted above), and repeats the course (or an equivalent course as determined in discussion with the student's faculty advisor) receiving a higher grade, the F grade will continue on the transcript but will not be figured in the GPA.

A grade of C (2.50) is the minimum grade required for passing the summative evaluations in the MACM and MA(TS) degrees. A student cannot submit any summative evaluation while on probation.

- **Doctoral Degree Students**

Courses taken by doctoral students to fulfill degree requirements must be completed at the minimum acceptable course grade of B-. If a grade lower than B- is received for a required DMin course, the student must repeat the course. If a grade lower than B- is received for an elective course, the student may substitute another course. Grades below B- will appear on the student's record, but will not be included in the calculation of GPA once the course has been repeated or substituted. Students may repeat no more than five hours of course work and remain in the DMin degree program.

For the DMin degree, a grade of B- (3.0) is required for successful completion of the Praxis Thesis.

## **Withdrawals**

A student may request to withdraw from a course before its completion. All withdrawals must be approved by the VPAAD. In such cases, a non-punitive notation of “W” (Withdraw) is entered on the student’s transcript. In extenuating circumstances, the VPAAD may grant permission for a Withdrawal for Hardship (“WH”) when a student must withdraw from all courses in a given term. Students should consult the financial policies and procedures section of this Handbook and consult with the Office of Financial Aid to explore financial implications whenever any withdrawal option is considered.

## **Policy for Changing Degree Program**

Students accepted into one master’s degree program at Saint Paul may transfer to another master’s degree program. Students should meet with their currently assigned faculty advisors and in consultation with the Registrar, determine how courses from the current degree program will transfer to the new degree program. Students changing from MDiv to the MACM or MA(TS) degree program also meet with a faculty member in a chosen area of concentration or specialization and complete the appropriate forms. Students wishing to make such degree transfers must notify the Registrar in writing of their request to change degree programs. Such requests must include the approval and signature of current and anticipated faculty advisor(s). The Registrar’s Office processes the request for change of degree program, notifies the student in writing, and records any degree change in the students’ permanent records. Students who transfer from one master’s degree program to another are responsible for degree requirements published in the catalog for the year when the transfer is completed. Time limits for applying courses toward degrees (eight years for MDiv; six years for MACM or MA(TS)) begin at the date courses were taken, not the date of the degree change.

## **Advising**

Upon admission, students are assigned a member of the faculty for advising and counseling. A student may request a change of advisor at any time by filing a new preference in writing with the Registrar. That choice will be honored, subject to a balance of advisees among members of the faculty. Students with a specialization or concentration will have an advisor assigned in the appropriate related curricular area. When faculty members are on sabbatical, an interim advisor will be assigned to that faculty member’s advisees.

- **Role of the Advisor: Master’s Degree Programs**

Faculty advisors are assigned for the benefit of their student advisees. Advisors work with their advisees to design their class schedules. The student may initiate a meeting with the advisor when the student feels it would be useful, but it is also appropriate for the advisor to take the initiative. Advisors are available for counseling on curricular matters, denominational requirements, governance policy, and personal concerns. Advisors may play an active role in monitoring and providing supportive counseling of students on probation or those who are having academic/professional difficulty. Advisors also provide invaluable assistance to students identifying their vocational strengths. Students should take requests for recommendations for ordination to their faculty advisors.

- Role of the Advisor: Doctor of Ministry Program

Application to the DMin program requires students to indicate their area of study, and admission is contingent upon the Doctor of Ministry Degree Committee securing the agreement of a faculty member able to serve as DMin advisor and DMin Thesis Committee Chair in the student's area of interest. A student may request a change of advisor at any time by filing a new preference in writing with the Director of the Doctor of Ministry program. That choice will be honored, subject to a balance of DMin students among members of the faculty. Faculty advisors work with their student advisees to design their class schedules, and must approve these schedules before the students may register. The advisor must also approve any subsequent course changes requested by the student. In addition, the student may initiate a meeting with his or her advisor when the student feels it would be useful, but it is also appropriate for an advisor to take the initiative. Advisors are available for guidance on curricular matters, institutional policy, denominational relationships, and professional or personal concerns. Advisors will play an active role in monitoring and giving supportive guidance to students on probation, those who have been admitted provisionally, or those who are having academic/professional difficulty.

## Registration

Dates of registration for the academic year are announced by the Registrar, who is responsible for publication of the Academic Calendar. The details of any specific registration period will be announced a week or more in advance. Course schedules prepared annually by the Registrar are available online at [www.spst.edu/Schedules](http://www.spst.edu/Schedules). Upon admission to Saint Paul, students receive registration information from the Registrar and complete their course schedules in consultation with their assigned academic advisors. It is recommended that students register at their earliest opportunity, because class sizes are limited.

- Enrollment in Classes for Academic Credit

Students are officially registered for a class only when the instructor has the student's name on the class roster and when the student has met financial obligations to the seminary. Students should verify their inclusion on the class roster as early in the term as possible. Rosters are furnished to professors on the first day of class in a term and are updated at close of the drop/add period.

- Change in Registration

- **Short term courses:** A student may add a short term (Winter or Summer) course no later than the last day of registration prior to the beginning of at-home study or (with the approval of the professor) prior to the first day of on-campus class meetings. A student may withdraw without penalty from a short term class no later than the first day of class. Withdrawal after the first day will be recorded on the transcript with a W or WH designation.
- **Long term courses:** A student may add a long term (Fall or Spring) course through the second week of a semester, provided the professor approves a late admission to the class. A student may withdraw online via Self-Service from a long semester course without academic penalty or record at any time during the first two weeks of a semester. If a student is permitted to withdraw from a course after the second week, a non-punitive notation of "W" (Withdraw) will be entered on the student's transcript next to the course title. In extenuating circumstances, a student may receive a WH (Withdraw Hardship) if he/she is withdrawing from all courses in a semester or term and if he/she has received approval from the VPAAD or Academic Dean (OKC). (See Withdraw Hardship policy under Financial Policies and Procedures)

The academic calendar lists the exact dates for adding and dropping courses, and is available online at [www.spst.edu/academic-calendar](http://www.spst.edu/academic-calendar). Any change in registration may affect tuition, fees, financial aid, and grants (see Financial Policies and Procedures, Refund Policy for possible implications). Students are encouraged to complete most registration transactions via the Self-Service portal on line. In case of technological difficulties, drop/add forms are available online at [www.spst.edu/forms](http://www.spst.edu/forms).

*\*Students are responsible for completing administrative steps to drop or add their chosen courses. Serious consequences may occur: Students who neglect to drop a course may be charged tuition and receive a failing grade.*

- Course Load

General Coursework Guidelines for master's degree courses taught at Saint Paul

- 1 credit hour equals:
  - 56 hours total work per term, in and out of the classroom
  - 210-420 pages reading per term
- ▫ 7-10 pages written work per term
- A 3 credit hour course may then require between 660 and 1260 pages of reading per term, 45 -85 pages of reading per week.
- **Master's Degree programs:** A full-time course load for a fall or spring semester is nine to fifteen hours and two to three hours for a winter term. A full-time load for the summer term is three to six hours. A half time course load is six to eight hours in a fall or spring semester, one hour in the winter term, and two hours in summer term. Registration for more than the number of hours indicated above will be permitted only with the approval of a written petition submitted to the Vice President for Academic Affairs and Dean, (GKC) or Academic Dean (OKC). The petition should first be approved by the student's faculty advisor, and should indicate the reasons for the overload, the reasons the student believes such an overload is manageable, and the total number of hours desired for the academic year. If the VPAAD approves the student's request, the petition and initialed approval will be sent to the Registrar, who will confirm receipt by notifying the student with copy to the VPAAD.
- **Doctoral Program:** DMin students should register for at least one and not more than six semester hours each winter and summer term. A full-time course load is four or more hours per academic year (July 1 - June 30). Half-time enrollment is two or three semester hours per academic year (July 1 - June 30). Less than half-time enrollment is one semester hour.

- Prerequisite Courses

Upper-level courses in the Saint Paul curriculum (400-level) have specific course prerequisites, which are defined in the course description listed in the catalog. A student may register for a course prior to completion of a prerequisite only with the permission of the course instructor. The faculty advisor is responsible for conferring with a student on the feasibility of registering for a course before the prerequisite work is completed. It is the student's responsibility to obtain the written permission of the course instructor and submit it to the Registrar's Office.

- Enrollment in Classes for Auditors

Saint Paul School of Theology encourages members of the community to audit courses deemed suitable for the general public. Each term, faculty notify the registrar of the courses in which they welcome auditors. A list of these courses and instructors' requirements for participation is posted on the Saint Paul website at [www.spst.edu/Audit-a-Course](http://www.spst.edu/Audit-a-Course). Tuition rates can be found in the Finances section of this Handbook.

Graduates of Saint Paul may audit courses open to the community or (with faculty permission) other courses of personal or vocational interest. A special tuition rate (listed in the Finances section of this Handbook) is available to our alumni/ae.

Currently enrolled degree-seeking students may audit classes of interest to them. Typically, a student registered for audit credit must attend all class sessions and complete all assigned reading. Other requirements may be made at the instructor's discretion. Students who wish to audit should be careful to inquire about the professor's requirements and expectations of auditors before the term begins. Students who are registered for credit-bearing courses are not charged for courses audited in the same term. Audited courses appear on the transcript, but do not affect credit hours or the grade point average.

- Cross-Registration in Kansas City Area Seminaries

Full-time master's degree students in good standing may take courses at Central Baptist Theological Seminary, Midwestern Baptist Theological Seminary, and Nazarene Theological Seminary located in the Kansas City area through cross-registration. Students must be full-time students at Saint Paul during the semester in which cross-registration occurs. Master's degree students may cross-register for summer or winter intensive courses if they were full-time students in the previous semester. Doctoral students may cross-register for courses at area seminaries only with prior approval by faculty advisor (see below). The student pays tuition at Saint Paul.

Master's degree students may cross-register for a total of six elective credit hours in one seminary degree program. A student may cross-register for courses to meet distribution requirements only if permission has been given by the VPAAD and the professor in that field of study at Saint Paul.

Doctoral students must have prior faculty advisor approval for cross-registration in elective course work. Substitutions of cross-registration courses for required doctoral courses must be approved by the Doctor of Ministry Degree Committee.

Grades for cross-registered course work will be sent to the Saint Paul Registrar and will appear on the Saint Paul transcript. Courses may be counted as electives if a passing grade is received; courses previously approved to meet distribution requirements (see above) must be passed at a level of C or better.

According to the agreement among Kansas City schools accredited by the Association of Theological Schools (KCATS), United Methodist studies courses are not eligible for cross-registration.

Students wishing to cross-register should contact the Saint Paul Registrar's office to make arrangements.

- Visiting Students

A full-time student in good standing in a degree program at an ATS accredited seminary may enroll for classes at Saint Paul as a "visiting student." A letter from the registrar at the seminary of primary enrollment certifying the student's status should be directed to the Admissions Office for approval. The Saint Paul Registrar's Office will contact the visiting student with registration information upon approval by the Admissions Office. Visiting students are not eligible for financial aid.

## **Transfer Credit**

- **Hispanic Summer Program Courses**

Degree-seeking students in good standing may transfer courses that are completed as part of the Hispanic Summer Program, an ecumenical program in theology and religion of which Saint Paul is a sponsor. Courses taken in the Hispanic Summer Program may be accepted for distribution credit in a Saint Paul master's degree program with prior approval from a student's faculty advisor, the Saint Paul professor in the field of study, and the VPAAD. Final grades will be sent to the Registrar and will transfer as credit rather than a letter grade. Information about the program may be found at [www.hispanicsummerprogram.org](http://www.hispanicsummerprogram.org) and by contacting the Registrar's Office at Saint Paul.

- **Basic Graduate Theological Studies Courses for Non-Degree Deacon Students**

Non-degree students preparing for the Order of Deacon in the United Methodist Church may transfer courses to Saint Paul in order to meet the requirements for Basic Graduate Theological Studies. At least 14 of the required 27 hours must be completed at Saint Paul. Courses from other United Methodist seminaries are approved for transfer by the Deacon Studies coordinator, Dr. Sondra Matthaei. A request for the transfer should be made in writing to the VPAAD. If the non-degree student pursues a degree program at Saint Paul, previously transferred courses will be evaluated for elective credit in the degree program, provided they were taken within acceptable time limits

- **Assessing Transcripts and Credits from Other Seminaries or Graduate Programs**

MDiv, MACM, and MA(TS) Degrees

- A student or admitted applicant seeking an MACM, MA(TS), or MDiv degree from Saint Paul must complete at least the last two-thirds of his or her work at Saint Paul: for the MDiv degree, the last 53 semester hours, and for the MACM or MA(TS) degrees, the last 33 hours.
- The time limits for applying courses toward degrees -- eight years for the MDiv; six years for the MACM or MA(TS) -- apply to transfer credits as well as to work taken at Saint Paul.
- Normally only work from seminaries accredited by ATS (the Association of Theological Schools) seminaries and the NCA (North Central Association of Colleges and Schools) or other regional accreditors may be credited toward the Saint Paul degree. Transfer requests from international students will be considered on a case-by-case basis within the parameters of this policy.

- Work completed at a grade of B (3.0) or above from seminaries accredited by ATS may be considered for transfer toward Saint Paul degrees, if these courses are congruent with Saint Paul course offerings. Required courses may or may not be approved as equivalent to Saint Paul courses. Courses with a grade of B- or lower, pass/fail, or credit/no credit grades will not transfer. Transferred courses will appear on Saint Paul transcripts with a grade of TR (Transfer Credit).
  - If the student's transcript or the catalog indicates that courses were not graduate-level seminary or theological school courses, the request for transfer credit will be denied. Graduate level work in fields that might parallel fields of study at Saint Paul may be considered, with a maximum of six semester hours accepted in any one field. It is understood that such work is not likely to have any theological component, and this will be taken into account in the assessment.
  - A student who has been in the Saint Paul Course of Study program may request that up to 9 semester hours be transferred from his/her work in that program. To be eligible for transfer, the course content and objectives must be substantially the same as the content and goals of the degree course and a student's work must have been evaluated at the level of B or above. One two-week course in the Course of Study program is equivalent to one semester hour of credit. Only work from the Saint Paul Course of Study is eligible for transfer. Final grades will transfer as credit/no credit rather than a letter grade.
  - In the case of a student who has earned the MACM or MA(TS) degree later deciding to pursue the MDiv, all requirements unique to each degree program must be met and at least 120 hours completed. In the case of a student who has earned the MDiv later deciding to pursue the MACM or MA(TS) degree also, all requirements unique to each degree program must be met and at least 120 hours completed.
  - It is the student's responsibility to apply for transfer credit and to provide necessary supporting documentation.
- DMin Degree
    - The six-year time-limit for applying courses toward the DMin degree applies to transfer credit as well as to work taken at Saint Paul.
    - In the General Program, students may transfer up to eight elective credit hours. In other words, a student seeking a DMin degree from Saint Paul must complete at least 22 credit hours of their work at Saint Paul.
    - Only doctoral work from a university or seminary accredited by the appropriate regional accreditation association may be accepted for transfer toward the Saint Paul degree. Transfer credits will be recorded as electives and will not substitute for core courses.
    - Normally work at a grade of B (3.25) or above from seminaries accredited by ATS (the Association of Theological Schools in the United States and Canada) is credited toward the Saint Paul degree, provided these are courses congruent with Saint Paul course offerings and do not duplicate courses offered by Saint Paul. Such courses appear on Saint Paul transcripts with a grade of TR.
    - All graduation requirements, or their equivalents, must be met through work done at Saint Paul or at other graduate schools attended.

- Doctoral courses in fields that supplement study at Saint Paul can be considered for transfer as elective hours. Transfer courses cannot duplicate Saint Paul course offerings. Approval of transfer credit cannot be assumed before the student has taken the course; thus, it is imperative that the student consult with the faculty committee and the director about the viability of transferring credit for the course to the DMin program.
- It is the student's responsibility to apply for transfer credit and to provide necessary supporting documentation.

**Note:** *These policies and procedures are for assessing transcripts and courses. They do not guarantee that credit will be transferred into Saint Paul.*

### **Transcripts**

Saint Paul transcripts are provided upon the written request and authorization of the student, former student, or graduate. A fax or email request that includes the student's signature is acceptable. Students requesting official copies of their record will receive them in a sealed envelope with the Registrar's signature on the seal. The service is free to currently enrolled students. A fee of \$5 is charged for each copy provided to former students and graduates. Transcript fees can be paid by check or (See Financial Policies and Procedures.) Transcript orders are usually processed in three to five days from receipt of request. If a student, former student, or graduate has an unpaid account, a transcript will not be released. Saint Paul does not provide copies of other institutions' transcripts that may be held in a student's Saint Paul file.

### **Student Status Categories**

*(Approved by Faculty Council April 28, 2011)*

Students are admitted to degree programs at Saint Paul School of Theology with the expectation that they will achieve proficiency in the academic areas required for their degrees. To do this, they must complete their course requirements at acceptable grade levels and within the time limits prescribed for each degree program.

- **Master's Degree Students**

Master's degree students are required to register for consecutive fall and spring terms, and may also take courses in winter and summer terms. Following matriculation, master's degree students will be administratively withdrawn if they do not register or fail to attend any required (fall or spring) term and have not been granted a leave of absence. With faculty advisor approval, MACM and MA(TS) students who need additional time to complete a thesis may register for a one-credit Thesis Writing Continuation course for consecutive terms, not to exceed the time limit for completion of their degree.

- Doctor of Ministry Degree Students

Doctor of Ministry degree students are required to register for a minimum of two terms per academic year. Ordinarily, DMin students in residence will register for winter and summer terms, while students completing their thesis work will often register in fall and spring terms. Some doctoral courses may be offered in fall and spring terms. Following their term of matriculation, doctoral students will be administratively withdrawn on the first day of any required (winter or summer) session for which they fail to register or fail to attend and have not been granted a leave of absence. With faculty advisor approval, doctoral students who need additional time to complete the thesis may register for a one-credit Thesis Writing Continuation course for consecutive terms, not to exceed the six-year limit for completion of the degree.

Any student who cannot register for the consecutive terms prescribed for his/her degree program may arrange for a leave of absence (see below) with the appropriate academic officer on the campus with which the student is affiliated.

The Master's Degree Committee determines the status of each master's degree student upon admission and reviews the status of students in these programs at the end of each fall and spring semester. The Doctor of Ministry Degree Committee determines the status of each doctoral student upon admission, assigns faculty advisors, and reviews the status of doctoral students at the end of each winter and summer term.

- Conditional Students

Conditional students are permitted to study at Saint Paul School of Theology under specific conditions enumerated in their letter of admission. Such conditions may include completion of academic documentation missing in the applicant file; a requirement to achieve an adequate GPA in the first term of study; or other requirements specified by the Master's Degree Committee or Doctor of Ministry Degree Committee. Ordinarily, such conditions must be met by the end of a student's first term of study. Students who fail to meet their specified conditions will be dismissed from Saint Paul.

- Good Standing

Good Standing indicates that a student has been certified by the registrar to have a cumulative GPA of or above (master's students) or 3.00 or above (doctoral students) and is making satisfactory progress (see Satisfactory Progress for Financial Aid) toward degree completion. Further, the student is not currently subject to any disciplinary sanctions initiated by the Master's Degree Committee or the Doctor of Ministry Degree Committee. Students may graduate only while in good standing.

- Academic Probation

Academic Probation indicates that a student's GPA has fallen below 2.80 (master's students) or 3.00 (doctoral students). Master's students on probation must raise their GPA to the level of good standing by the end of the second long term (fall or spring) after being placed on probation. Doctoral students on probation must raise their GPA to the level of good standing by the end of the second DMin session (winter or summer) after being placed on probation. If good standing is not achieved within the stated time limit, the student will be dismissed from Saint Paul. A student who has been dismissed from Saint Paul for failure to achieve good standing may reapply for readmission at any time. Students on probation at the conclusion of their final term of enrollment are not eligible to graduate.

The Master's Degree Committee is responsible for monitoring the progress of master's program students and for determining when the concerns that resulted in probation have been satisfied. The Doctor of Ministry Degree Committee is responsible for monitoring the progress of DMin students and for determining when concerns that have resulted in probation have been satisfied.

- Academic Sanction

Academic Sanction indicates that the Master's Degree Committee (master's students) or Doctor of Ministry Degree Committee (doctoral students) has determined that questions exist concerning the capability of a student to maintain satisfactory personal and/or professional progress in the student's degree program. When academic sanction is applied, the Master's Degree Committee or Doctor of Ministry Degree Committee will require certain limitations or other actions deemed useful for the student's academic, professional, or personal progress. In such circumstances, limits may be placed on the student's academic load, employment, financial aid, or extracurricular responsibilities. Students who fail to meet requirements specified by the Master's Degree Committee or Doctor of Ministry Degree Committee will be subject to termination.

The Master's Degree Committee is responsible for monitoring the progress of master's program students and for determining when the concerns that resulted in academic sanction have been satisfied. The Doctor of Ministry Degree Committee is responsible for monitoring the progress of DMin students and for determining when concerns that have resulted in academic sanction have been satisfied.

- Leave of Absence

Leave of Absence indicates that a student has been given permission to take up to one year away from study at Saint Paul School of Theology. Various personal or professional reasons may make this a necessary choice for some students. Students must submit a written request for leave of absence to the appropriate official on the campus with which they are affiliated (Vice President for Academic Affairs and Dean, Kansas City; Academic Dean, Oklahoma City).

Students may begin a leave of absence without financial penalty if their written request is received by the appropriate dean before the drop/add deadline in any required term. Students who request a leave of absence after the drop/add deadline for a required term will be assessed the appropriate amount of tuition for the courses from which they are withdrawing, and their leave of absence will officially commence on the first day of the next full term. A year-long leave of absence will be calculated from the first day of the term in which the leave begins to the first day of that same term in the following year. Students are not required to reapply for admission upon their return. Time taken on leave of absence will not be counted against the total time limits for completing a degree. Students whose leave of absence is about to expire will be contacted by the registrar to make arrangements for registration in the next appropriate term. If no registration is received at the end of the leave of absence, the student will be administratively withdrawn from Saint Paul. A student whose leave has expired may reapply for admission at any time. Students who have received federal loans should always inquire with the Director of Financial Aid before taking a leave of absence. Most loan programs provide for a leave of no more than 180 days before repayment is required.

- Non-degree status

- **Master's Level Courses:** Non-degree status for individuals wishing to take master's level courses indicates that a student has been admitted for the purpose of taking a limited number of hours (up to 30) of graduate study at Saint Paul. This category may include applicants who desire continuing education credits; qualified applicants who wish to explore seminary education; and applicants who do not meet the usual undergraduate degree requirements for admission. Non-degree students are not eligible for financial aid.
- **Doctoral Level Courses:** Non-degree status for individuals wishing to take doctoral-level courses is granted to those students not seeking a degree and usually taking a limited number of hours. Non-degree students at this level must submit an application for non-degree status and meet the minimum requirements for admission to the DMin program. A non-degree student may take no more than a total of 11 credit hours and is not eligible for financial aid.

## **Course Work Extensions**

Students are expected to complete all required work for a course as assigned. Students may request extensions only for events out of the control of the student such as student illness or hardship or illness within the student's immediate household or family. Extensions are never to be assumed, but are given only in the most extenuating circumstances at the discretion of the instructor(s).

An extension may be granted for no more than 30 calendar days for MACM, MA(TS), and MDiv students. An extension may be granted for no more than 60 calendar days for Doctor of Ministry students. In winter and summer terms, the extension begins after the last day of the class, or if there are post- assignments, after the due date of the final assignment. When extensions are granted, an "I" (Incomplete) is entered on the student's official transcript and remains even after the final grade is entered.

Ordinarily, a student must consult with course instructor(s) carefully to determine the terms of the extension. During the consultation, the instructor(s) and student complete an Extension Request Form, which must include the reason for the request, assignments required in order to complete the course, date incomplete work is due, and grade to which the Incomplete will convert if work is not completed by the deadline. Next, a student must notify his/her faculty advisor and obtain a signature on the Extension Request Form. A student must initiate, complete, and file a request for an extension by the end of the grading period or the student will receive an F for the course. Forms for making the request are available online at [www.spst.edu/forms](http://www.spst.edu/forms). Students granted an extension and given a grade of Incomplete ordinarily submit their work to the instructor by email, with copy to the Registrar, on or before the date it is due. The Registrar notes completion of the work, and will supply a narrative evaluation form for use in reporting the final grade to the instructor(s).

In the event that work is not submitted to the Registrar by the agreed upon date, the Incomplete grade will automatically convert to a grade designated on the extension request form by the instructor. The instructor(s) evaluate the student's work and turn in the final grade no later than 30 days after the extension deadline. The instructor(s) is responsible for returning the written work to the student.

In some cases, withdrawing from the course is more appropriate than an extension, and grades of Withdraw Hardship (WH) may be awarded to students in circumstances when serious hardship prevents completion of all course work for the term.

Any change in registration may affect tuition, fees, financial aid and grants (see Financial Policies and Procedures, Refund Policy for possible implications). Add-Drop forms are available in the Registrar's office and online: [www.spst.edu/forms](http://www.spst.edu/forms).

## **Process for Appealing a Final Course Grade**

*(Approved by the Academic and Professional Development Committee, Fall, 2008)*

### **• Master's Degree Students**

When a master's program student is convinced that a final grade for a course was assigned with inappropriate or inadequate criteria or graded in error, the student may appeal the course grade using the following steps:

- As soon as possible after the course grade is assigned, the student consults with the instructor and attempts in good faith to resolve the issue.

- If a student, having first consulted with the instructor(s), wishes to appeal the grade further, and the student requests in writing a consultation with the VPAAD by the end of the subsequent fall or spring semester after the grade is officially posted. If the instructor is the VPAAD, the student will proceed from step 1 to step 4.
- The VPAAD will consult with the student, who provides a detailed rationale for a specific grade and evidence in support of her/his view (such as verbatim reports, papers, exams, syllabus, written evaluations by peers, etc.). The VPAAD may meet with the student and the involved instructor together or separately and may request a rationale for the grade. The goal is to work toward mutual understanding and resolution between the student and instructor.
- If no resolution is achieved, the student may appeal to the Master's Degree Committee by a written petition to the Chair of the Master's Degree Committee, providing full documentation and rationale for a specific grade (as in step 3).
- The Master's Degree Committee will meet to consider the student's written petition for a specific course grade. The Master's Degree Committee will request a written rationale for the assigned grade from the instructor. The Master's Degree Committee may request that the student and/or the instructor attend its meeting on the matter. The student and instructor may be counseled, advised, and represented before the Committee by a Saint Paul faculty member, administrator, or student of their choice who agrees to serve. In its deliberations, the Master's

American Association of University Professors, <http://www.aaup.org/AAUP/protect/legal/topics/classroom-issues.htm> Degree Committee may consult other faculty at Saint Paul. The decision for or against the petition will be rendered by vote of those members of the Master's Degree Committee with faculty status, and therefore are authorized by the faculty. The conclusion of the Master's Degree Committee, which is final regarding this course grade, will be communicated in writing to the instructor and student.

### **Student Termination and Reinstatement Process Termination**

In accepting admission to or registering for any class at Saint Paul School of Theology, students agree to conduct themselves in a way that is consistent with the school's mission, policies, and procedures. Students who show unsatisfactory academic, professional, or personal progress or behavior, or who evidence a lack of seriousness of purpose, or who violate seminary regulations may be dismissed from Saint Paul.

#### • Termination Process for Students Formally Admitted

- **Recommendation by the Master's Degree Committee  
or by the Doctor of Ministry Degree Committee**

The termination process for students formally admitted to Saint Paul begins with the decision by the Master's Degree Committee or the Doctor of Ministry Degree Committee to recommend the termination of a student's registration privileges. This decision can be made at either a regular or ad hoc meeting of the Master's Degree Committee or Doctor of Ministry Degree Committee. The VPAAD (GKC), Academic Dean (OKC), President, Master's Degree Committee, or the Doctor of Ministry Degree Committee can suspend registration privileges while the termination process is pending.

- **Written Notice to Student and Faculty Council**  
On behalf of the Master's Degree Committee or the Doctor of Ministry Degree Committee, the VPAAD (GKC) or Academic Dean (OKC) will notify in writing both the student and the Faculty Council of the recommendation, providing written explanation of the reason or reasons for the action.
- **Student Appeal or Consultation**  
A student can appeal or request consultation about the decision to recommend termination of registration privileges if he or she 1) disputes the accuracy of the information on which the decision to recommend termination was based, or 2) has further information relevant to the situation. The appeal or request for consultation must be made in writing, and must be received by the VPAAD (GKC) or Academic Dean (OKC) no later than ten calendar days from the date of the VPAAD (GKC) or Academic Dean's (OKC) written notice. The VPAAD (GKC), Academic Dean (OKC), or designated agent will schedule a meeting within ten calendar days of receiving the appeal/request. The meeting will involve the student, the VPAAD (GKC), the Academic Dean (OKC), the Master's Degree Committee or Doctor of Ministry Degree Committee chair, a student member of the Master's Degree Committee or Doctor of Ministry Degree Committee, and other members of the committee that the committee deems appropriate. If the student does not request a consultation or appeal the recommendation within the stipulated period of time, the process moves to step 4.
- **Ratification by Faculty Council**  
After steps 1-2 (and step 3 if it is requested in the time limits set forth above), the Faculty Council will vote on the recommendation, considering all material relevant to the situation. The vote can be taken at a regular or special faculty council meeting or by individual polling of faculty council members. The majority decision of the faculty council is final and is communicated to the student in writing by the VPAAD (GKC) or Academic Dean (OKC).
- **Reinstatement**  
A former student whose registration has been terminated may apply for reinstatement to the Master's Degree Committee or Doctor of Ministry Degree Committee after one year has elapsed from the time that the termination was ratified by the Faculty Council. He or she writes a letter to the VPAAD (GKC) or Academic Dean (OKC) explaining how the situation giving rise to the termination has been remedied and giving evidence to document the claim. The VPAAD (GKC) or Academic Dean (OKC) forwards the letter and evidence to the Master's Degree Committee or Doctor of Ministry Degree Committee.

The application is reviewed by the committee, which will make a recommendation to the Faculty Council. The Faculty Council will vote on the recommendation, considering all material relevant to the situation. The vote can be taken at a regular or special Faculty Council meeting or by individual polling of Faculty Council members. The majority decision of the faculty council is final and will be communicated to the student in writing by the VPAAD (GKC) or Academic Dean (OKC).

- Termination Process for Students Not Formally Admitted

- **Decision by the VPAAD (GKC) or Academic Dean (OKC)**  
The VPAAD (GKC), Academic Dean (OKC), or designated agent has authority to terminate the registration of a student taking a class from, but who has not been formally admitted to, Saint Paul School of Theology. The class registration can be terminated because of unsatisfactory academic, professional, or personal behavior or progress.

- **Written Notice to Student**  
The VPAAD (GKC) or Academic Dean (OKC) will provide the student with written notice of the intent to terminate privileges to attend Saint Paul.
- **Student Appeal or Consultation**  
The student may appeal or request consultation about the decision to terminate privileges to attend Saint Paul if he or she 1) disputes the accuracy of the information on which the decision to recommend termination was based; or 2) has further information relevant to the situation. The appeal or request for consultation must be made in writing within ten calendar days of the date of the VPAAD (GKC) or Academic Dean's (OKC) written notice. The appeal will be heard by a subcommittee of at least three members of the Master's Degree Committee or Doctor of Ministry Degree Committee within ten calendar days of receiving the student's written appeal/request for consultation. The subcommittee's decision is final and will be communicated to the student in writing by the VPAAD (GKC) or Academic Dean (OKC).
- **Reinstatement**  
A former student whose registration has been terminated may apply to the Master's Degree Committee or Doctor of Ministry Degree Committee after one year has elapsed from the time that the termination was ratified by the Faculty Council. He or she writes a letter to the VPAAD (GKC) or Academic Dean (OKC) explaining how the situation giving rise to the termination has been remedied and giving evidence to document the claim. The VPAAD (GKC) or Academic Dean (OKC) forwards the letter and evidence to the Master's Degree Committee or Doctor of Ministry Degree Committee.

The application is reviewed by a subcommittee of at least three members of the Master's Degree Committee or Doctor of Ministry Degree Committee, whose decision is final and will be communicated to the student in writing by the VPAAD (GKC) or Academic Dean (OKC).

### **Withdrawal from School**

A student wishing to withdraw from Saint Paul School of theology will indicate in writing to the VPAAD (GKC) or Academic Dean (OKC) the intention to withdraw. The VPAAD or Academic Dean will acknowledge in writing the student's message and will copy the student's faculty advisor and the registrar to confirm that all parties are aware of the student's intent. When the student's intentions have been confirmed, the registrar withdraws the student's registration and notifies need-to-know administrative offices. Students who withdraw will be notified that no transcript will be issued for them until any balance owed on their Saint Paul account has been paid.

## **Graduation Requirements**

MACM, MA(TS), and MDiv students require a grade point average of 2.80 for graduation. All required courses for the degree (including repeated or replacement courses for required courses receiving a grade below C) must be completed with a minimal grade of C in each course. A grade of C is the minimum grade required for passing the summative evaluations in the MACM and MA(TS) degrees. Students may not submit the summative theses while on probation and cannot graduate on probation (with a GPA below 2.80). Master's students who wish to participate in commencement in the spring and complete remaining hours the summer following commencement must petition the Master's Degree Committee for approval. Students granted approval must be able to complete all requirements by the summer term following graduation.

For DMin students, a minimum cumulative GPA of 3.0 is required for graduation. All required courses for the degree must be completed with a minimal grade of B- in each course. A grade of B- (3.0) is the minimum grade required for passing the Praxis Thesis.

To receive a diploma, a student must comply with all of the following graduation requirements, regardless of whether he or she will participate in Commencement Convocation exercises:

- Complete coursework with minimal GPA requirements as listed above
- Complete the ATS Graduating Student Questionnaire online following instructions from the Community Formation office
- Complete the Diploma Spelling Form and return to the Registrar's office
- Complete the Graduate Contact Information sheet and return to the Advancement office
- Complete any other forms as requested
- Return any rented regalia following Commencement Convocation
- Pay all student accounts (including library account) by April 30 (for participation in Greater Kansas City Commencement) or July 30 (for participation in Oklahoma City Commencement). This includes the Graduation Fee, as listed in Tuition and Fees. All accounts must be paid in order for the student to participate in Commencement and/or to receive his/her diploma.

## **Graduation with Honors**

### • Recognition of Excellence in the Master's Programs

Students in the Master's programs graduate with honors by completing all credit hours with a cumulative grade point average (GPA) of 3.75 or above.

### • Recognition of Excellence in the Doctoral Program

**Graduating with Honors:** Students in the Doctor of Ministry degree program graduate with honors by completing all credit hours with a cumulative grade point average of 3.85 or above. Graduation with honors will be designated on the transcript.

**Praxis Thesis with Distinction:** To signify special recognition for superb academic performance and special contribution to the church, the student's faculty committee can assign a student's summative work the mark of "Praxis Thesis with Distinction" on DMIN 555 Form D, Designation of Praxis Thesis with Distinction, which will be noted on the transcript.

## **Electronic Devices in the Classroom**

*(Affirmed by the Board of Trustees, October, 2007)*

The purpose of Saint Paul School of Theology is classroom preparation of persons for ministry and leadership in the church. To that end, the classroom must be an environment conducive to learning. When using laptop computers and carrying cell phones, all members of the community should reduce noise as a courtesy to others (for example, turning off the sound on computers and cell phones and asking others whether keyboarding noise would interfere with hearing lectures and class discussion). Calls should not be answered in the classroom. In emergency situations, persons should inform others that they might need to leave the classroom to answer a call.

## **Responsibility for Learning and Codes of Conduct**

Saint Paul School of Theology seeks to prepare students for a lifetime of self-directed learning in service to the church. Students are responsible for their learning while in seminary and encouraged to make full use of the resources offered by the institution for their benefit.

Students at Saint Paul will conduct themselves in a manner appropriate to those who represent the Christian faith and serve the church. The following policies provide guidelines for student conduct in various situations:

- Student Conduct and Status of Enrollment
- Contextual Education Code of Conduct
- Electronic Devices in the Classroom
- Financial Accountability
- Integrity of Work Submitted/Plagiarism
- Policy for a Drug-Free Campus
- Prohibiting Harassment/Intimidation
- Consensual Romantic Relationships
- Hazardous Materials
- Weapons and Violence
- Smoke-Free Environment
- Technology
- Conflict Resolution
- Procedures for Investigating Complaints of Serious Misconduct Against Employees and Students

Procedures for disciplinary action are outlined in specific policies. “Conflict Resolution Guidelines” and “Investigating Complaints of Serious Misconduct Against Employees and Students Guidelines” sections of this handbook may apply.

## **Contextual Education: Student and Supervisor Code of Conduct**

*(Affirmed by Faculty Council, April, 2008)*

Saint Paul School of Theology seeks to prepare persons for leadership in the church who function at the highest levels of personal and professional integrity. Saint Paul expects nothing less of all persons who are involved in this preparation, including students and ministry supervisors. This Code of Conduct sets forth standards and expectations that are to be observed by all students and supervisors involved in Contextual Education at Saint Paul. All students and supervisors associated with the Contextual Education Program at Saint Paul School of Theology are required to subscribe to and comply with the following Code of Conduct.

### • Responsibilities

- “Students and supervisors will honor their educational responsibility to engage one another seriously in pastoral and theological reflection.” †
- Students and supervisors will represent their qualifications and affiliations accurately. ‡
- Students and supervisors are subject to the Saint Paul policy for a drug-free campus. This policy reads in part: “Saint Paul School of Theology forbids the unlawful distribution, possession, or use of controlled substances, illegal or illicit drugs, or alcohol by students or employees, on seminary property, as a part of seminary activities, or in any way related to seminary employment or programs.”

### • Interpersonal boundaries

- “Students and supervisors will practice pastoral care within the reasonable boundaries of their competence. More specifically, unless professionally trained and certified, they will not present themselves as ‘counselors’ or ‘therapists.’ When called upon to function outside their realm of competence, they will enlist the guidance of others or refer to other professionals.” §
- “Students and supervisors will not look to the other for personal therapy, even if the other has counseling credentials....therapy, if warranted, should be provided by a third person outside the supervisory relationship.” \*\*
- Students and supervisors will not use undue influence— misusing or taking advantage of [their own position,] another person’s weakness, infirmity, or distress to improperly influence or change that person’s actions. ††
- “Students and supervisors will seek to be truthful and honest in their dealings. They will refrain from spreading false or malicious gossip and from inflicting emotional distress on others.” ‡‡

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† Columbia Theological Seminary: A Code of Ethics for Supervised Ministry, available from <http://www.ctsnet.edu/Files/Forms/smcodofEthics.pdf>; Internet: accessed 29 July 2010.

‡ Spiritual Directors International “*Guidelines for Ethical Conduct*,” as found in the Appendix of Susan Fox and Judith Guy, editors, *A Handbook on Legal Issues in Theological Field Education* (Presbyterian Theological Field Educators, 2000).

§ Columbia Theological Seminary, *A Code of Ethics*.

\*\* Ibid.

†† Fox and Guy, *A Handbook on Legal Issues in Theological Field Education*, p. 20.

‡‡ Columbia Theological Seminary. *A Code of Ethics*.

- Confidentiality

“Students and supervisors will not disclose pastoral confidences to anyone except when:

- [Such disclosure] is mandated by law. Confidentiality laws vary from state to state. Students and supervisors are expected to abide by the relevant laws of the state in which the ministry setting is located.
- [Such disclosure] may prevent a clear and immediate danger to someone, such as physical harm to self or others.
- [Such disclosure] is used for the purposes of pastoral supervision.
- [Such disclosure] is authorized in previously obtained written permission. Students will inform those encountered in pastoral care situations about these limits of confidentiality; and supervisors, more generally, will inform congregants about these limits.” †††
- “Students and supervisors will avoid conflict-of-interest relationships (e.g., seeking financial help from church members for personal gain or using confidential information for personal advantage) that have the potential of impairing judgment or increasing the risk of personal or financial exploitation.” §§
- “Students and supervisors will be faithful stewards of and fully accountable for funds and property entrusted to their care. They will avoid exploiting the trust of others for financial gain.” \*\*\*

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††† Columbia Theological Seminary, *A Code of Ethics*.

§§ Ibid.

\*\*\* Ibid.

- Discrimination and Harassment

- Commitment to Diversity and Equity

In accordance with biblical concerns for justice, it is the policy of Saint Paul School of Theology to work to achieve equal opportunity and inclusive affirmation of underrepresented groups (by gender, race, ethnicity, age, or disabilities) in its employment, governance, program, and purchasing practices. It is also the policy of Saint Paul School of Theology not to discriminate on the basis of denominational preference, national origin, economic status, theological preference, or sexual orientation. As a community of Jesus Christ and a seminary of the United Methodist Church, Saint Paul School of Theology acknowledges the worth, dignity, and rights of all the people of God. We affirm all persons as equally valuable in the sight of God. Those who are familiar with basic biblical themes will not find it alien or unusual to show special concern and support for the disadvantaged or underrepresented.

- Students and supervisors are subject to the Saint Paul Policy Prohibiting Harassment/Intimidation, which reads in part:

Saint Paul School of Theology prohibits harassment of, or by, any student, staff or faculty member in connection with that individual's employment or academic experience at Saint Paul on the basis of the individual's age, color, denominational preference, economic status, national origin, physical or mental disability, race, sex, sexual orientation, or theological preference. All Saint Paul employees and students should be free of such harassment from anyone – students, staff or faculty members, supervisors, co-workers or others, including clergy, congregation members, vendors, suppliers, and contractors with whom the employee or student has contact as a result of the individual's employment, study, or contextual education ministry setting while at Saint Paul.

- Sexual Harassment and Sexual Misconduct

- “Because of the power inherent in the supervisory role, sexual or romantic relationships between supervisors and students are strictly prohibited and are considered to be [misconduct] on the part of the supervisor, whether or not there is the appearance of consent.” ‡‡‡
- Students and supervisors are subject to the Saint Paul Policy Regarding Consensual Romantic or Sexual Relationship between Members of the Saint Paul Community, which reads in part:
  - a) Unwelcome, non-consensual, or coercive romantic or sexual attention between or among adults is strictly prohibited in all circumstances as detailed in the Policy Prohibiting Harassment/Intimidation.
  - b) Even welcome, consensual romantic or sexual relationships between or among adults are prohibited when:
    - One party has power over the other party and/or is responsible for making decisions regarding the other party’s participation in/with the Saint Paul Community, such as directing, supervising, hiring, promoting, evaluating, grading, advancing, or developing the academic or employment experience of the other party to the behavior.
    - One party has a position of confidence, authority or spiritual guidance over the other party.
    - One party is a subordinate under the other party's supervisory line of authority
    - One party is a student in a contextual education ministry setting and the other is a congregant within the same ministry setting and they were not spouses or partners prior to being assigned to the ministry setting.
    - There is a potential for significant interference with either party’s work or academic performance or ability to conduct himself/herself in a professional manner . . . §§§

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‡‡‡ Harvard Divinity School. Available from [www.hds.harvard.edu/oms/fieded/policies.html](http://www.hds.harvard.edu/oms/fieded/policies.html); Internet; accessed 29 July 2010.

§§§ See the Policy Regarding Romantic or Sexual Relationships between Members of the Saint Paul Community section of this handbook.

- Procedures

*Addressing Failures to Follow the Contextual Education Code of Conduct*

It is Saint Paul's belief and expectation that all members of the Saint Paul community will act in good faith and with consideration and respect for one another at all times, and will avoid intentionally engaging in behavior that violates its policies, as stated in the Community Handbook and Catalog. In addition, all persons involved in Contextual Education at Saint Paul (students, faculty, staff, and supervisors/small group leaders) will follow the Contextual Education Code of Conduct regarding responsibilities, interpersonal boundaries, confidentiality, discrimination, sexual harassment and sexual misconduct.

- **Addressing an incident interpersonally**

The Contextual Education department encourages and empowers any individual who experiences an instance of a person failing to act in compliance with the Code of Conduct to do two things:

- a) Respectfully and appropriately notify the party engaging in the offending behavior that the behavior is unwelcome and/or offensive and/or perceived/experienced as contrary to the Code of Conduct, and
- b) Bring the situation to the attention of a staff or faculty member of the Contextual Education department.

The Contextual Education department expects and encourages anyone who is notified that his or her communication, behavior, or conduct is unwelcome and/or offensive to another or perceived/experienced to be contrary to the Code of Conduct to be receptive to such information. This includes being open to dialogue on the issue, as well as to being open to change/discontinue the referenced conduct/behavior, to strive for reconciliation, and not to punish or retaliate against another member of the community who respectfully and appropriately shares such information. Open, frank and respectful conversations are opportunities for mutual growth, understanding and trust, for moving from brokenness to grace, from alienation to reconciliation, from woundedness to health and wholeness, from conflict to resolution.

- **Reporting procedure**

In the event an individual who experiences an instance of a person failing to act in compliance with the Code of Conduct opts not to directly notify that person that his or her behavior is unwelcome and/or offensive and/or perceived/experienced to be contrary to the Code of Conduct, the individual is encouraged to raise the matter within a reasonable time following the incident, usually within a calendar month of its occurrence, with a staff or faculty member of the Contextual Education department. The Contextual Education personnel will review the situation with the concerned party and discuss possible ways it might be addressed with the assistance of the Director of Contextual Education or the Associate Dean and Associate Director of Contextual Education. The individual will be advised about the protections and procedures provided in other Saint Paul policies and will receive guidance in the next steps toward the option(s) selected. The concerned party will be asked to sign an acknowledgement that such did occur.

- **Initiating institutional procedures to address a complaint**

In order to allow the Director (GKC) or the Associate Dean and Associate Director of Contextual Education (OKC) to investigate incidents and to correct prohibited behaviors so as to prevent such prohibited behavior from worsening or repeating, the concerned party or parties will be asked to make a written complaint to the Associate Director or Director of Contextual Education within a reasonable time following the incident, usually within a calendar month of its occurrence.

- **Mediation Option**

When deemed appropriate by the Director (GKC) or the Associate Dean and Associate Director of Contextual Education (OKC), an opportunity will be offered to both (or all) parties to participate in mediation as an option for seeking and reaching a mutually satisfying resolution and reconciliation around the behavior identified by the party reporting the concern(s). Only if both (or all) parties agree to mediation will mediation occur. The person identified to serve as mediator may be someone from within or without the Saint Paul community. The mediator will be a person agreed to by the party reporting the concern(s), the party about whom a concern has been reported, and the Director (GKC) or the Associate Dean and Associate Director of Contextual Education (OKC).

- **Investigation**

If the Director (GKC) or the Associate Dean and Associate Director of Contextual Education (OKC) does not deem mediation an appropriate option, or mediation is not agreed to by both (or all) of the parties, or mediation does not result in mutually satisfactory resolution, the Director (GKC) or the Associate Dean/Associate Director (OKC) will initiate an investigation. The Contextual Education department is committed to investigating and resolving complaints of behavior or conduct prohibited by the Code of Conduct as confidentially as practicable for an effective investigation and resolution of a complaint. Because situations vary, the process used to address them may vary, but the Contextual Education Department's intent is to provide both complainant(s) and those about whom complaints may be raised prompt, impartial, and confidential processing of complaints. (See also: Investigating Complaints of Serious Misconduct against Employees and Students Guidelines in the Community Handbook and Catalog). The length and duration of the investigation will necessarily depend on the particular circumstances under investigation. Generally, Saint Paul will attempt to complete the investigation within 30 working days of receipt of the written complaint. Where necessary for a complete investigation, that period may be extended at the Contextual Education Department's sole discretion.

- **After the Investigation**

The complainant and the person about whom a complaint is raised will be informed (separately) of the general resolution of the investigation within 30 working days of conclusion of the investigation. Although the complainant and the person about whom the complaint has been raised will be provided general information regarding the resolution of the complaint, neither confidential personnel or education records of any other individual, nor confidential investigation records, will be shared with the complainant, the person about whom the complaint is raised, or any other witness involved in the investigation. Nor will disclosure be made of the identities of, or specific information provided by, any witness(es).

- **Prohibitions and Advisories**

Saint Paul absolutely prohibits any form of retaliation and/or intimidation. This prohibition includes the following:

- a) Retaliation against an individual for bringing forth a good faith complaint or concern, or for providing truthful information in the course of an investigation.
- b) Intimidation of the complainant or anyone who is dealing with the complaint that in any way pressures persons not to participate in the process and/or attempts to subvert or prevent the fair execution or implementation of this policy.

Engaging in prohibited retaliation and/or intimidation may result in disciplinary action, up to and including dismissal from the Saint Paul community. Refusing to cooperate in an investigation may result in discipline, up to and including dismissal from the Saint Paul community. Knowingly providing false or misleading information in the course of an investigation, including but not limited to, knowingly lodging a false complaint, or tampering with or improperly influencing an investigation (or attempting to do so), may result in discipline, up to and including dismissal from the Saint Paul community.

### **Integrity of Work Submitted/Plagiarism**

- **Student Self-Citation**

Students are required to submit original work for each course. Students using previous academic work in subsequent courses are expected to cite their previous work as they would cite sources from other authors. This includes actual sentences and paragraphs as well as ideas. Students seeking exceptions to this policy should consult with the individual instructors. (For example, a student wishing to rework a previous paper for a subsequent course should consult with the instructor.)

- **Student Citation of Others**

All students are expected to properly document the sources they use in their written work. All words from the source should be quoted and cited even if it is only one unique word, a phrase, or model and typology headings. The use of a concept, idea, or fact must also be given recognition. All of these instances would require a reference with a full citation.

- **Plagiarism**

All written work submitted by students is assumed to be their own work prepared for the assignment intended and without unauthorized assistance. Students shall neither give nor receive such assistance. Alexander Lindey defines plagiarism as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting [it] as one’s own.”\*\*\*\*

Any violation of the seminary’s policy on plagiarism will be referred to the Master’s Degree Committee or the Doctor of Ministry Degree Committee and may result in disciplinary action against the student, including, but not limited to, termination of the student’s registration privileges.

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\*\*\*\* Alexander Lindey, *Plagiarism and Originality* (New York: Harper, 1952), 2. to consult Joseph Garibaldi, *MLA Handbook for Writers of Research Papers*, (New York: The Modern Language Association of America, 1995), Section 1.7 on Plagiarism for examples of when citation is necessary, and Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th edition, (Chicago: University of Chicago Press, 2013) for the proper form of citation required at Saint Paul School of Theology.

- Research with Human Subjects Guidelines

*(Approved by the Faculty Council, March, 2009; Revised by Human Subjects Committee, March 29, 2012)*

It is expected that all persons (faculty, administrators and students) who conduct research under the auspices of SPST will treat everyone involved in their research with respect and care. The following guidelines are intended to assure this effort:

- Saint Paul School of Theology requires that, prior to a phase of active research involving human subjects, any research proposal that involves human subjects will be forwarded to the Human Subjects Research Committee (HSRC). This kind of research includes, but is not limited to: participant observation, interviews, oral histories, focus groups, the completion of questionnaires, and the like.
- In every case, the principal researcher must complete the SPST Form "Request for Approval of Human Subjects Research," which is accessible on the website at <http://www.spst.edu/read.asp?docid=633>, and submit it to the Human Subjects Research Committee. Research proposals initiated by a student must be reviewed and approved by her/his faculty sponsor prior to submission. More information is included in the request form. Research involving human subjects may commence once an application is approved. Approval to continue research beyond the approved period will require submission of a revised or supplemental application.
- **Informed Consent:**  
The principal investigator shall explain to subjects, prior to their participation:
  - a) The objectives of the research;
  - b) The procedures to be followed;
  - c) The expected duration of the subject's participation;
  - d) Any foreseeable risks or discomforts to the subject;
  - e) Any benefits to the subject or others which may reasonably be expected from the research; and
  - f) The extent to which the confidentiality of the records identifying the subject will be maintained.

Where it is determined that the research involves no more than minimal risk to the subject (see below) and involves no procedures for which written consent is normally required outside of the research context, informed consent may be obtained either through a signed consent form or in an oral discussion. In the case of a written research instrument, the above information about the research should be placed in a visible place on that instrument. In the case of oral consent, the above information shall be explained at the time consent is requested. The respondent's completion of the instrument shall constitute implied consent. All investigators are advised to document the procedures by which informed consent has been gained.

Investigators shall not use individuals as subjects unless satisfied that they, or others legally responsible for their well-being, consent to participation freely and with understanding of the consequences. Subjects shall not be induced to participate by means or in circumstances that might affect their ability to decide freely. It shall be made clear to subjects that they are free to withdraw from active participation in the research at any time. Subjects who indicate a desire to withdraw shall be allowed to do so promptly and without penalty of loss of benefits to which the subject is otherwise entitled.

- Confidentiality

Investigators shall respect the privacy of subjects. They shall protect confidential information given them, advising subjects in advance of any limits upon their ability to insure that the information will remain confidential.

- Disclosure of Affiliation

Investigators may indicate their relationship to Saint Paul School of Theology in the course of their research and the dissemination of its results, but (if indicating their affiliation) they must also disclose whether or not the research is approved by the seminary. An investigator shall disclose to a subject, upon request, the source of support for the research.

- Suspension of Research

Research should be immediately suspended and reviewed if investigators observe any adverse consequences that may be attributable to the research.

## **Policy for Persons with Disabilities**

*(Affirmed by the Board of Trustees, October, 2007)*

Saint Paul School of Theology policies and procedures insure the full participation of persons with disabilities in the life of Saint Paul. No otherwise qualified person shall be subject to discrimination in employment due to any disability, and otherwise qualified students with documented disabilities will be afforded an equal opportunity to participate in and benefit from all education programs and activities at Saint Paul. These policies are in accordance with biblical concerns for justice and are grounded in the acknowledgement of the worth, dignity, and rights of all the people of God.

This policy is also in accordance with Section 504 of the Rehabilitation Act of 1973, which states that: "No otherwise qualified person with a disability in the United States . . . shall, solely by reason of . . . disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance." Because Saint Paul students are eligible for loans that are federally insured, Saint Paul is covered by this Act.

- Needs and Limitations

Saint Paul provides reasonable accommodations for known physical and mental limitations of students and employees; therefore, persons seeking accommodations need to communicate the limits relevant to their situation via the procedures described in this section.

- Information and Support

Students seeking accommodation should contact the Disability Services Administrator and Assistant Director of Contextual Education (GKC) or the Associate Dean and Associate Director of Contextual Education (OKC); employees seeking accommodation should contact Human Resources). These offices maintain the forms necessary for medical documentation of disabilities, which are required before any accommodation can be considered. All disability services and accommodations for persons connected with Saint Paul School of Theology at Oklahoma City University campus will be approved by Saint Paul personnel.

Following receipt of medical documentation from the student, reasonable accommodations for specified needs will be determined by the Disability Services Administrator and Assistant Director of Contextual Education (GKC) and/or the Associate Dean and Associate Director of Contextual Education (OKC). Employees will submit medical documentation to Human Resources (GKC) who will determine reasonable accommodations for specific needs. These individuals will work with the student or employee in developing the contracts necessary to provide reasonable accommodations for documented needs. The contract includes identifying persons to whom this information will be released.

Doctoral students should be aware that the doctoral program has standards and expectations that are different from and higher than those of Master's level degrees. Accommodations used in other degree programs may not be considered reasonable at the doctoral level, or may apply differently to work at the doctoral level. If a student's needs change, the additional medical documentation of this need should be communicated as soon as possible to the Disability Services Administrator and Assistant Director of Contextual Education (GKC) or the Associate Dean and Associate Director of Contextual Education (OKC). An employee should submit their additional documentation to Human Resources (GKC).

Any continuing concerns regarding disabilities and reasonable accommodations are to be communicated to these same offices/personnel. Reference material concerning various disabilities and area support-group opportunities is available to students from these offices. More information regarding the Oklahoma City University Student Health Clinic and Disability Services can be found at <http://www.okcu.edu/students/studenthealth/index.aspx>

- Testing

If a student is required by the seminary to have testing done (e.g., to test for learning disabilities), the seminary will pay the costs. If a student initiates a request for testing, the student will ordinarily pay the costs.

# **CONDUCT POLICIES**

## **Policy on Student Conduct and Status of Enrollment**

*(Affirmed by the Board of Trustees, October, 2007)*

Admission to Saint Paul School of Theology or registration for any class is a privilege. To maintain registration privileges, students agree to conduct themselves in a way that is consistent with the school's mission, policies, and procedures. Students who show unsatisfactory academic, professional, or personal progress or behavior, or who evidence a lack of seriousness of purpose or violate seminary regulations may be subject to disciplinary action.

In accepting admission, students of the seminary agree to conduct themselves academically, personally, and professionally in a manner that is consistent with fitness for continuing enrollment. In accepting admission, students also agree to abide by the regulations included in this handbook and other regulations published through the official channels of the seminary. Failure to exhibit such conduct may result in disciplinary action determined by the Master's Degree Committee, the Doctor of Ministry Degree Committee, or other persons designated under Investigating Complaints of Serious Misconduct Against Employees and Students Guidelines.

The legal statutes of states and municipalities, as well as all federal laws, apply to the Saint Paul campuses. A student must abide by the statutes of any city in which that student may be pursuing studies including regular classes, immersion courses, distance learning settings, contextual education settings, or class trips. Whenever a student is engaged in an official Saint Paul function, the provisions of this Code of Conduct and procedures for disciplinary action apply.

Students may be requested to refrain from and may be held responsible for other conduct that inhibits learning in the Saint Paul community, including disruptions of the orderly conduct of classes, study groups, meetings, or worship services.

Saint Paul School of Theology has the authority to determine a person's fitness for continuing enrollment. It reserves the right through the assessment of a student's conduct to determine whether a student's enrollment privileges continue or whether the student must take corrective action in order to continue.

## **Oklahoma City University**

### **• Student Code of Conduct**

*(Adapted from the OCU Handbook. Affirmed by the Executive Administrative Team, June, 2008)*

Saint Paul School of Theology students at the Oklahoma City University Campus are subject to all Saint Paul policies and procedures as outlined in the Saint Paul School of Theology Community Handbook and Catalog. Due to their location on the Oklahoma City University campus, they are also subject to aspects of the Oklahoma City University Student Code of Conduct. The Preamble to the Code, which states University expectations, is below. A complete copy of the Code of Conduct, which includes specific University policies and procedures, is available on the University website: [www.okcu.edu](http://www.okcu.edu).

Behavior that is a hazard to the health, safety or well-being of members of the University community, is detrimental to the University's interests, is a violation of University policy, rules or regulations, or federal, state or

local law, is subject to disciplinary action under Oklahoma City University policies and procedures, as well as Saint Paul policies and procedures.

Conduct of Saint Paul students living in university-controlled housing is subject to the standards, lease provisions, and procedures set by the University.

All academic matters are solely under the authority of Saint Paul School of Theology, as outlined in *the Saint Paul School of Theology Community Handbook and Catalog*, which can be accessed at: [www.spst.edu](http://www.spst.edu). For more information, contact the Associate Dean of SPST at OCU.

- Oklahoma City University Preamble to Student Code of Conduct

The policies set forth herein do not constitute a contract. Oklahoma City University reserves the right to change and/or replace any portion of these policies at any time. These policies supersede and replace every prior written [OCU] policy.

The Oklahoma City University (the “University”) campus and facilities are private property. As officers of a private corporation, the University Board of Trustees and designated University officials have the power to enact and enforce regulations they believe to be in the best interest and the preservation of the educational climate and the purpose of the University. Members of the campus community and visitors to the campus are expected to abide by University regulations as well as federal, state, and local laws. Any person(s) not willing or able to do so may expect disciplinary action by University and/or civil authorities.

A college or university is charged with a specialized purpose: to seek, disseminate, and use knowledge in pursuing truth. This pursuit of truth is a sensitive undertaking that flourishes only under special conditions and circumstances. To create and sustain these special conditions and circumstances, the academic community has found it necessary to create and enforce rules of an academic and nonacademic nature to maintain order and fairness on the campus and within the community. These rules are made to protect students from the improper behavior of anyone who would infringe on the rights of others. Therefore, the scope of these rules and regulations is determined by the announced objectives of the University and the extent to which it has reasonably determined that certain rules are fairly related to the accomplishment and protection of those stated objectives.

The submission of an application for admission to the University represents a personal and voluntary decision on the part of a prospective student. The University’s approval of that application represents the extension of privilege to join the academic community and to remain a part of it, as long as the student maintains the academic and behavioral expectations set forth in the policies and regulations of the University (the Student Handbook, Undergraduate and Graduate catalogs, and the Law School Student Handbook). In addition, the University subscribes to all federal, state, and local laws, including those governing the possession and use of controlled substances, and requires its students to obey those laws.

Certain principles have been found to have a direct impact on community living within a university setting. Each student strengthens the University when he or she lives by these principles and accepts the responsibility and freedom of self-government. These principles include, but are not limited to the following:

- Maintaining academic honesty
- Respecting University and private property
- Keeping faith with University regulations
- Showing respect for others, to include restraint from conduct that threatens the health or safety of any person

Honesty and respect for others are indispensable attributes of the members of any well-ordered society, especially a university. Also indispensable is a genuine respect for legally established laws and regulations.

Every student is expected to observe the highest standards of conduct, both on and off campus and while participating in an Oklahoma City University sponsored International Education Program. When unacceptable behavior occurs off campus, whether at a University event or whenever such behavior may reflect adversely on the University, or affect the safety and security of persons on campus or the orderliness of the educational process, the University may implement the procedures provided for in this Code. When students are charged with violating civil or criminal laws, the University will neither request nor agree to special consideration because of their student status. The University will cooperate with any government authority or agency in connection with such charges. Further, the University reserves the right to impose the provisions of this Code and to apply sanctions before or after courts and other government agencies have imposed penalties or otherwise disposed of a case.

The administration of student discipline is a necessary part of the total educational process to assist the student in personal development and to protect the academic community. Not only must disciplinary procedures be reasonable and fair, they must also be effective. Effectiveness is particularly dependent on the overall attitude of the University community itself. In addition to assuming a widely shared commitment to the principle of institutional self-governance, such effectiveness requires that violations of the Student Code of Conduct be reported; that complaints be filed by those who have the responsibility to do so; that witnesses will report if called; that findings of responsibility be made when the information so warrants; that appropriate sanctions be imposed when responsibility is found; that disciplinary proceedings will be conducted without fear of intimidation or of retaliation against those who participate; and that students must be willing to participate in the proceedings and to respect the finality of their results.

In a university, a strong sense of mutual responsibility, respect, trust, and fairness must exist among all members of the campus community: students, faculty, staff, and administration. In this framework of cooperation, while the emphasis is on personal freedom, each student is charged with the responsibility of self-control and self-reliance. To that end, those living in the University's residence halls must respect the rights of others and live according to approved social principles. Although personal freedom and self-control are stressed, violation of the above standards of behavior may be handled, as appropriate, by the Office of Student Life, the Student Conduct Board, the SGA Student Court or the Law School Disciplinary Tribunal. Students who violate these rules may be dismissed from the University.

Since its beginning, the University has emphasized the important role it plays in Christian higher education. This emphasis has led to an increasing awareness on the part of the University of the importance of the development of certain basic values. Accordingly, the University holds its students to the highest standards of ethical conduct. The University cannot accept responsibility for the education of any student who does not endorse its purposes and regulations, and reserves the right to dismiss any undergraduate, graduate, or law student whose conduct or academic standing it regards as unacceptable, without assigning any further reason for the dismissal. In such cases, any fees due or paid to the University will not be refunded in whole or in part, and neither the University nor its officers shall be under any liability whatsoever for such dismissal.

## **Inclusive Language: Its Use and Implications**

*(Affirmed by the Board of Trustees, October, 2007)*

The mission of Saint Paul School of Theology is to educate leaders to make disciples for Jesus Christ, renew the church, and transform the world. We are committed to carry out this calling in a community of learning and formation, which honors and engages a diversity of perspectives. We seek to be and to model the hospitable and welcoming community that the church is called to be.

Saint Paul is a community founded on the revelation of God disclosed in the witness of scripture and the life of the church. As a Christian community, we seek to be a faithful and relevant witness to that revelation through language that speaks truthfully of God and of humanity created in God's image.

People of faith may differ in their understanding of the necessity of using inclusive language in the learning and worshipping community. The following principles are provided for the purpose of informing our understanding of inclusiveness and shaping our practice.

- We covenant to model in our common life the kind of Christian love regarding language that we are committed to bring about in all the ministries of the church:
  - because we are seeking to bring the Gospel to all God's people
  - because we recognize the importance of language in articulating and shaping our understanding of what is revealed to us about God and God's people
  - because in naming our hurts, healing may begin
- We covenant to celebrate unity in our common belief in Christ Jesus and the gift of our diversity:
  - because we see our diversity as a strength, informing serious and sustained dialogue concerning issues crucial to our common faith
  - because our commitment to this dialogue manifests our unity in Christ
- We covenant to show honor and respect as we engage in the critical task of dialogue among our different perspectives, reexamining our own assumptions and discovering new understandings:
  - because we encounter one another as persons for whom Christ died
  - because we continue to see in a glass dimly, and do not, ourselves, possess the whole truth
  - because we are limited by our finitude and our various cultural and social perspectives
  - because our speaking of God and humanity requires the sharing of insights and ongoing critical reflection within a community
- We covenant to be inclusive in our language about people and avoid stereotypes and language that is pejorative or demeaning:
  - because we recognize the dignity and worth of every human being
  - because we seek language that is not only truthful but expressed with Christian love
- We covenant to speak our God-language with humility as well as assurance:
  - because we recognize the limitation of human language in our speech about God
  - because, while the revelation of God makes our speech possible, the infinite mystery of God, at the same time, transcends our language
  - because language about God always points beyond itself
- We covenant together to seek language in our worship that shows an awareness of and sensitivity to our differing perspectives and cultures:
  - because we are one body, with diverse members

- We covenant to practice inclusiveness in our own writing and speaking in accordance with the preceding principles.
- We covenant to search for ways to be inclusive when we use materials written by others. (See *Appendix B* for ways to make language inclusive.)

### **Commitment to Anti-Harassment, Anti-Discrimination and Anti- Retaliation**

The purpose of this policy is to uphold Saint Paul School of Theology’s commitment to preserving the fundamental dignity and rights of all individuals involved in Seminary activities. Prohibited discrimination, harassment and retaliation are contrary to the education and employment values of Saint Paul School of Theology. All members of the Saint Paul community have the right to a be free from harassment, discrimination and retaliation from anyone – students, faculty, staff, supervisors, co-workers or others, including clergy, congregation members, vendors, suppliers, and contractors with whom the employee or student has contact as a result of the individual’s’ employment, study, or contextual education ministry setting while at Saint Paul.

Preventing prohibited discrimination, harassment and retaliation is the responsibility of all members of the Saint Paul community. Possible violations of this policy (a “Concern”) should be reported as soon as possible to designated personnel noted in this policy. Every effort will be made to respond to Concerns of perceived prohibited conduct in a reasonable, thorough and timely manner. If any one feels that the Seminary has not met its obligations under this policy, that person should contact the Director of Human Resources, Dean of Students, Academic Dean (OCU), or Vice President of Academic Affairs and Dean (GKC).

#### ● **Prohibited Behaviors and Conduct**

##### ○ **Discrimination**

It is a violation of this policy to discriminate on the basis of race, creed, color, religion, national origin, sex, gender, age, disability, pregnancy status, sexual orientation, veteran status or any other status protected by law, in any educational/academic or employment programs, experiences, activities, and opportunities.

##### ○ **Harassment**

Saint Paul School of Theology prohibits unwelcome verbal or physical conduct that denigrates or shows hostility or aversion toward an employee or person because of race, color, sex, religion, age, national origin, disability, pregnancy status or any other protected status protected by law. This prohibition applies to all individuals who work for or with the Seminary, or other persons conducting business with Saint Paul. Examples of conduct prohibited by this policy include, but are not limited to, jokes, language, comments, suggestions, innuendoes or pranks that are hostile or demeaning with regard to a protected status or have the purpose or effect of creating an intimidating, hostile, abusive or offensive environment.

### ○ **Sexual Harassment**

As part of the above-stated policy, no student, faculty, staff or any person may sexually harass another individual. Prohibited sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical or other non-verbal conduct of a sexual nature when (1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of any educational program, activity or employment; (2) submission to or rejection of such conduct by an individual is used as a basis for any education or employment decision affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's education or work performance or creating an intimidating or hostile learning or working environment. Sexual violence is a prohibited form of sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to use of drugs and/or alcohol or to an intellectual or other disability. Some examples of sexual violence may include, but are not limited to, rape, sexual assault, sexual battery, and sexual coercion.

Saint Paul School of Theology has zero tolerance for any prohibited behaviors or conduct and violators will be disciplined, up to and including expulsion or termination.

Any student or employee who has a question, concern or complaint of discrimination, including harassment based on his/her protected status or retaliation is encouraged to bring the matter to the immediate attention of the Director of Human Resources, the Dean of Students, the Academic Dean (OCU), or the Vice President of Academic Affairs and Dean (GKC). Any Saint Paul School of Theology official who becomes aware of any complaint of harassment should contact Human Resources immediately.

### ○ **Retaliation**

Saint Paul School of Theology prohibits retaliation against anyone for reporting discrimination/harassment, assisting in making a complaint, or cooperating in an investigation. Retaliation prohibited by this policy includes, but is not necessarily limited to, disparaging comments, uncivil behavior, or other negative treatment of an employee because a complaint was made pursuant to this policy or otherwise cooperated with Saint Paul's investigation. Anyone who believes he/she has experienced or witnessed retaliation should immediately notify the Director of Human Resources, the Dean of Students, Academic Dean (OCU), or the Vice President of Academic Affairs (GKC).

## **Policy on Consensual Romantic or Sexual Relationships between Members of the Saint Paul Community**

Although we recognize that close personal relationships may exist or develop between members of the Saint Paul Community, including but not limited to consensual romantic relationships, appropriate limitations on such relationships are prudent.

- Romantic or sexual attention by any adult toward any minor child is absolutely prohibited. Any sexual abuse of a child will be reported according to applicable laws.
- Unsolicited, non-consensual, or coercive romantic or sexual attention between or among adults is strictly prohibited in all circumstances as detailed in the Policy Prohibiting Harassment/Intimidation.
- Any sexual relationships between or among adults are prohibited when:
- One party has power over the other party and/or is responsible for making decisions regarding the other party's participation in/with the Saint Paul Community, such as directing, supervising, hiring, promoting, evaluating, grading, advancing, or developing the academic or employment experience of the other party to the behavior.
- One party has a position of confidence, authority or spiritual guidance over the other party.

- One party is a subordinate under the other party's supervisory line of authority.
- One party is a faculty or staff member and the other is a student.
- One party is a student in a contextual education ministry setting and the other is a congregant within the same ministry setting and they were not spouses or partners prior to being assigned to the ministry setting.
- There is a potential for significant interference with either party's work or academic performance or ability to conduct himself/herself in a professional manner.
- A conflict of interest may be created by the relationship.
- Other situations as determined.

Students may enter into and create relationships with other students that do not violate the criteria set forth above and/or do not otherwise adversely affect the Community environment.

Consensual romantic or sexual relationships between employees (administrators, faculty and staff) of Saint Paul School of Theology may be permissible if they are not otherwise prohibited by any criterion set forth above, and/or that would not otherwise adversely affect the Community environment.

All Community members – employees and students alike – should consider carefully the potential problems inherent in such relationships. At the earliest stage of a relationship between community members where there is a power differential, or the appearance of such, that may raise questions regarding its appropriateness, the persons involved shall disclose the relationship and dialogue with their supervisor and/or vice-president level administrator for guidance on appropriate precautions to protect the interests of all parties.

Failure to follow this policy may result in disciplinary action, up to and including dismissal from employment and/or the Saint Paul Community. Saint Paul representative(s) will address any incidents or situations that are reported to them using the tools and processes detailed in the sections Guidelines for Conflict Resolution, and Investigating Complaints of Serious Misconduct against Employees and Students Guidelines.

## **Conflict Resolution Guidelines**

- **Addressing Concerns**

It is Saint Paul's belief and expectation that members of the Saint Paul community will act in good faith and with consideration and respect for one another at all times, and will avoid intentionally engaging in behavior that violates its policies.

All Concerns will be held in confidence to the extent practicable. However, confidentiality cannot be guaranteed. All participants in any concern are encouraged to respect confidentiality to protect the privacy and reputations of all individuals involved. Obviously, individuals may have appropriate and confidential discussions with a dean, supervisor, or the Human Resources Director regarding the matter. Any breach of confidentiality may result in disciplinary proceedings up to and including expulsion from the Seminary or discharge from employment under this or other applicable Seminary policies.

- **Notification**

Consistent with these expectations and beliefs, Saint Paul encourages and empowers, but does not require, any individual who experiences or witnesses conduct or behavior prohibited by its Policies to respectfully and appropriately notify the party engaging in the offending behavior that the behavior is unwelcome and/or offensive and/or perceived/experienced as a violation of a policy. Saint Paul further expects and encourages anyone who is notified that his or her communication, behavior or conduct is unwelcome and/or offensive to another or perceived/experienced as a violation of a Saint Paul policy, to be receptive to such information. It is expected that they be open to dialogue on the issue, as well as to be open to change/discontinue the referenced conduct/behavior, to strive for reconciliation, and not to punish or retaliate against another member of the community who respectfully and appropriately shares such information. Open, frank and respectful conversations are opportunities for mutual growth, understanding and trust, for moving from brokenness to grace, from alienation to reconciliation, and from conflict to resolution.

- **Reporting procedure**

In the event an offended party opts not to directly notify the offending party that his or her behavior is unwelcome and/or offensive and/or perceived/experienced as a violation of a policy, or if that notification does not result in a satisfactory resolution and reconciliation then the concerned party is encouraged to raise the matter within a reasonable time following the incident, usually within 180 days of its occurrence, with the Director of Human Resources, Dean of Students, Academic Dean (OCU) or Vice President of Academic Affairs and Dean (GKC).

- **Initiating institutional procedures to address a concern**

In order to allow Saint Paul to formally investigate incidents and to correct prohibited behaviors so as to prevent such prohibited behavior from worsening or repeating, the concerned party(ies) may be asked to make a written complaint to one of the above named Saint Paul representatives. The Saint Paul representative will review with the concerned party the protections and procedures provided in its policies and guide her/him in the next steps toward the option(s) selected. The concerned party may be asked to sign an acknowledgement that such did occur.

- Mediation
 

When deemed appropriate, Saint Paul School of Theology will offer all concerned parties the opportunity to participate in mediation as an option for seeking and reaching a mutually satisfying resolution and reconciliation around the behavior identified by the reporting party. Only if both (all) parties agree to mediation will mediation occur. The person identified as the mediator may be someone from within or from outside the Saint Paul community following the consent/approval of the party reporting the concern(s), the party about who the concern has been reported, and Saint Paul School of Theology.
- Investigation
 

If Saint Paul does not deem mediation an appropriate option, or mediation is not agreed to by all parties, or mediation does not result in a mutually satisfactory resolution, Saint Paul will initiate a formal investigation.

## **Investigating Complaints of Serious Misconduct against Employees and Students**

### **• Formal Investigations of Concerns**

Saint Paul is committed to investigating and resolving concerns of behavior or conduct prohibited by its policies as confidentially, and as quickly as practicable for an effective investigation and resolution of the concern. The length, duration, and precise details of each investigation will necessarily depend on the particular circumstances under investigation. The complaints that might be investigated by this procedure include, but are not limited to, behaviors identified under the "anti-harassment/intimidation" and "consensual romantic or sexual relationships" policies.

- All Concerns deemed necessary to investigate will be promptly and thoroughly investigated by the appropriate Seminary officials, generally initiated by the Human Resources Director, the Vice President for Academic Affairs and Dean (GKC) or Academic Dean (OCU). Saint Paul will act to ensure that any improper conduct ceases immediately and corrective action is taken to prevent its recurrence. Any student, faculty, staff or other person doing business with Saint Paul will be subject to the full range of corrective action, up to and including recommending discharge or expulsion from the Seminary. Saint Paul will inform the alleging party of the resolution of the Concern as appropriate. Saint Paul will notify the alleging party of the conclusion of the investigation.
- Investigators will communicate only with those who must know of the complaint and with those who may provide facts and details about the complaint. Investigations may include interviews and review of written documents in order to gather facts and details. The findings will be formalized and provided only to those who need to know.

- Investigators will formalize their findings in a confidential written report that will be provided to the President (KC), Vice-President for Academic Affairs and Dean (KC), and, when appropriate, to the Academic Dean (OKC), and Human Resources Director, unless one is a person(s) about whom the concern was raised. Based on the report of the investigators, these persons will decide what action is appropriate to take toward the party about whom the concern has been raised. In all cases in which the party about whom a concern has been raised remains in the Saint Paul community, that party will receive a permanent instruction of non-retaliation. Additional action taken with respect to the party about whom a complaint has been raised could include any of the following, or a combination:
  - a) closure with no further action toward the party about whom the complaint has been
  - b) raised (except the permanent instruction of non-retaliation)
  - c) review with the party about whom the complaint has been raised of Saint Paul's policies
  - d) and expectations
  - e) suspension
  - f) demotion
  - g) transfer away from complainant
  - h) final written warning
  - i) individualized training
  - j) termination or removal from the Saint Paul community OR
  - k) other action Saint Paul determines appropriate under the circumstances
  
- All Concerns will be treated confidentially to the extent practicable for effective resolution. No person will suffer direct employment or educational consequences or retaliation as a result of making a good faith report or taking part in the investigation of a Concern. An individual who knowingly alleges a knowingly false or frivolous Concern against another will be subject the full range of corrective actions, up to and including expulsion and/or termination from the Seminary.

# COURSE LISTING BY DEPARTMENT

## Key to Numbering and Descriptions

200-level	Courses that do not meet specific degree requirements (This includes courses that are designated as electives only)
300-level	Courses without prerequisites
400-level	Courses with prerequisites (Course prerequisites can only be waived by permission of the instructor)
500-level	Doctoral courses. M.Div. or M.A. students wishing to enroll in select 500-level courses are normally expected to have completed the following: at least 30 semester hours toward the M.Div. or M.A. with a GPA of 3.25 or above; three to six hours or the equivalent (as determined by the instructor) in the particular discipline of the 500-level course in which they wish to enroll particular discipline. The student must be presently involved in a ministry setting and obtain permission of the instructor(s) before registering for the course. The class must include at least fifty percent DMin students. (Masters level students are not eligible to enroll in DMIN 510 Orienting Seminar, DMIN 550 Praxis Thesis Seminar, DMIN 552 Proposal Conference, and DMIN 555 Praxis Thesis Conference.)

### • Notes associated with course descriptions

CERT	Course meets the academic requirements for a professional certification in The United Methodist Church. The areas of specialization for which the course meets a requirement are listed (Christian Education, Evangelism, Music, Older Adult, Spiritual Formation, Youth Ministry)
CEU	Course is approved for continuing education students
DCN	Course meets the academic requirements for basic graduate theological studies for Deacon in Full Connection in The United Methodist Church

### • Other observable patterns

- A course number with a middle digit of "0" is a required course for one or more of the degrees. Example: MIN 301 is required for MACM and MDIV degrees.
- A course number with a middle digit of "1" is one of a defined set of courses that meets a degree requirement for one or more of the degrees. Example: EVN 311 or EVN 312 or EVN 313 meets the degree requirement for the MDIV degree.
- The asterisk character (\*) represents a wildcard. For example, if a course has a prerequisite of either EVN 311, EVN 312 or EVN 313, the prerequisite is listed as EVN 31\*, meaning that any course that begins with EVN 31 will fulfill the requirement.

### • Format for Course Descriptions

COURSE NUMBER Course Name (credits)

Course description (Prerequisite: COURSE NUMBER) (Notes) (Codes)

## **ADVANCED PRACTIS SEMINARS (APS)**

### **APS 421 Advanced Praxis Seminar: Ecumenical Theology and Christian Unity (3)**

This course examines the work, development, and importance of ecumenical theology. It explores the theme of Christian unity in relation to Councils of Churches, Churches Uniting in Christ, and bi-lateral dialogues. A variety of ecumenical sources are investigated for the sake of examining the unity and diversity of churches both in matters of faith and in ways that churches order their lives. Documents from several significant ecumenical dialogues are studied. (Prerequisites: CTX 401, CTX 402, HBS 301, NTS 301, ETH 301 or ETH 3\* and THL 301. Note: Prerequisites are waived for MACM and MA(TS) students)

### **APS 423 Advanced Praxis Seminar: Ministry in Rural Congregations (3)**

This course will explore rural communities as a context for ministry, with particular focus on the intersection of church leadership and pastoral care. Resources from the social sciences, ethics, and practical theology will provide the theoretical lenses for a “thick description” of rural communities that addresses both their unique gifts and challenges. Students will develop a theologically grounded approach to ministries of leadership and pastoral care in rural communities. (Prerequisites: CTX 401, CTX 402, HBS 301, NTS 301, PCR 301, ETH 301 or ETH 3\* and THL 301. Note: Prerequisites are waived for MACM and MA(TS) students)

### **APS 424 Advanced Praxis Seminar: Trinity, Incarnation and Ministry (3)**

This course will seek to draw upon a diversity of historical and contemporary sources for understanding ministry in terms of Trinitarian and incarnational theology. The main goal is to enable students to integrate theory and practice aiming toward theologically-constituted and effective ministry. Their study will address issues emerging from their social and ecclesial contexts. (Prerequisites: CTX 401, CTX 402, HBS 301, NTS 301, ETH 301 or ETH 3\* and THL 301. Note: Prerequisites are waived for MACM and MA(TS) students)

### **APS 425 Advanced Praxis Seminar: Theology in Red and White (3)**

Given the contextual nature of all theology and ministry, this course focuses on the construction of theology through dialogue between Native American theological and spiritual traditions and feminist theological and spiritual traditions. Particular emphasis will be given to the doctrines of creation, theological anthropology, and ecclesiology/community with attention to how learning from diverse cultural settings can deepen and enrich our practices of ministry. (Prerequisites: CTX 405, CTX 406, HBS 301, NTS 301, and THL 301. Note: Prerequisites are waived for MACM and MA(TS) students)

### **APS 426 Advanced Praxis Seminar: Race, Poverty, and Wealth (3)**

This course studies the narrative process by which we construct cultural meanings about "poverty" and "wealth," the sociological issues of lifestyle as influenced by income level, the impact of globalization on inequality, and historical and contemporary theological perspectives on poverty and wealth. We will then turn to the dynamics of ministry: how might the church minister with the poor and the wealthy? (Prerequisite: CTX 403. Note: Prerequisite is waived for MACM and MA(TS) students)

### **APS 427 Advanced Praxis Seminar: Preaching the Gospel of Luke (3)**

As an advanced praxis seminar, the course seeks to be both summative and integrative, helping students to reflect on the scholarly practice of New Testament exegesis for responsible preaching practices. Ministers often learn how to do scholarly interpretive work with biblical texts, only to struggle with how to use such scholarship in the preaching life of the church. Students will learn how to do realistic exegetical work in the context of pastoral demands and how then to craft that work into sermons that build up the church. (Prerequisites: NTS 301, NTS 4\* and PRE 401)

**APS 429 Advanced Praxis Seminar: Meaning, Formation, and Transformation**

As an advanced praxis seminar, this course is designed as an exploration of resources and challenges of the interrelationship between theological and educational methods. The course examines how formation and transformation inform and shape one another, by paying particular attention to various theological doctrines and methods and various educational theories and methods. Students are expected to articulate their understandings of Christian formation and transformation in light of their theological perspectives and educational theory. (Prerequisites: CTX 406, ETH 301 or ETH \*, CRE\*, HBS 301, NTS 301, THL 301. Note: Prerequisites are waived for MACM and MA(TS) students)

**APS 430 Advanced Praxis Seminar: Theology in Black and White (3)**

The primary focus of this course is on God, anthropology, and ecclesiology with modest attention given to preaching, worship, pastoral care, and other related fields of ministry. The course is concerned with the theological construction of whiteness, critique of white theology, the construction of black and womanist theology/ethics and the reconstruction of white theology. The course will explore interdisciplinary and theological methods by using theological and literary texts. (Prerequisites: CTX 405, HBS 301, NTS 301, and THL 301. Note: Prerequisites are waived for MACM and MA(TS) students)

**ASR 401 Mid- Degree Seminar**

The Mid- Degree Seminar is designed to help students reflect on their progress in formation of ministry, especially the integration of theory and practice which is crucial in ministry. In the Mid- Degree Seminar, student are expected to reflect on their ministry studies up to this point and to being articulating their own theological convictions for their ordination reviews and exams. (Prerequisites: completion of 30 credit hours)

**ASR 42\* Summative Seminar**

The Summative Seminar is designed to help students integrate theory and practice, which is crucial for ministry. Students are also expected to articulate their theology as it undergirds ministry. This articulation is designed to help students prepare for ordination interviews and exams. Each version of the Summative Seminar course is based in one of the following disciplines of the curriculum: leadership, pastoral care, preaching, worship, evangelism, Christian religious education, church and society, or spiritual formation. (Prerequisite: completion of 60 credit hours)

**CHURCH LEADERSHIP (CHL)****CHL 233 Willow Creek Leadership Summit (1)**

Willow Creek Community Church annually sponsors the "Global Leadership Summit," which is an international forum of leadership development for local churches. This course will engage the Summit critically and creatively. As the main focus of the course, students will attend the two-day conference as it is simulcasted to the Leawood campus of the United Methodist Church of the Resurrection. Texts and discussion in the course will be coordinated with the Summit topics and faculty. The course includes advance and post-session assignments.

**CHL 311 Practice of Parish Ministry (3\*)**

This course considers practices of the pastor in basic church administration and management of ministry. Attention is given to ordained and lay ministries in a variety of settings in the mission fields of churches and their communities. Interaction of classroom work with experience in settings of ministry is expected. (\*Note: Certification students may register for 2 credits; degree students must register for 3 credits.) (ACOS, CERT: Christian Education)

**CHL 312 Spirituality and the Renewal of Rural Congregations (3)**

This course will explore how practices of spiritual formation such as eating as a gift can lead to the revitalization of rural congregations. Prominent interpretations of the context –rural, global, and American Christian—will be studied.

**CHL 313 Spiritual Leadership (3)**

This course addresses the nature of "spiritual" leadership as the fundamental context for the growth and development of religious communities in post-modern American society. How does "spiritual" leadership differ from other forms of leadership? What are the core characteristics, dynamics and abilities inherent in effective church leadership? These are the base-line questions on which a team-learning model will be constructed. The course will provide students with a vocabulary and landscape for leadership development and challenge them to identify how they would define leadership within those parameters.

**CHL 314 Practice of Leadership (3\*)**

This course will familiarize students with important theories in the “new” sciences and in organizational and leadership studies in order to develop a practical theological model of leadership useful and effective in their ministry. Emphasis will be placed equally upon leadership in nonprofit and ecclesial organizations, including but not limited to congregations. Topics such as chaos, conflict, community building, vision and mission, and leadership competencies will be explored. (\*Note: Certification students may register for 2 credits; degree students shall register for 3 credits) (CERT: Christian Education)

**CHL 315 Managing Church Conflict (3)**

Approaches for understanding and dealing constructively with conflict are explored for the sake of developing greater communion in a variety of communities. Subject matter includes gender, race, and culture studies, personal resources for engaging conflict creatively and non-defensively, intervention strategies, and helpful theological frameworks.

**CHL 316 Exploring Models of Ministry (3)**

Focusing upon specific contexts and practices, this course critically engages models of ministry that demonstrate effective partnerships of clergy and laity. Study includes models' theological rationale as well as the purpose, process, and outcomes of the ministry design and implementation. Ministry models serve as case studies by which students reflect upon their own leadership and ministry and learn how to generate, implement, and evaluate ministry with excellence.

**CHL 317 Praxis Seminar: Resurrection Scholars (1)**

Offered as one component in the Resurrection Scholars program, this course engages Resurrection Scholars in critical reflection upon the ministries and context of the United Methodist Church of the Resurrection and their internship within it. This course provides opportunities to become more aware and intentional about effectiveness and excellence in ministry. (Prerequisite: Admission to Resurrection Scholars program)

**CHL 388 Discovering Hope: Building Vitality in Rural Congregations (1)**

Using the tools of asset mapping and best practices, this course will serve as an introduction to rural ministry. (ACOS)

**CHL 413 Strategic Leadership (3)**

This course concentrates upon methods of constructing and articulating a vision and mission of ecclesial life and ministry and of planning the steps by which such a vision/mission might be enacted within a context of ministry. Students are led through a process for engaging their ministry setting in discernment and planning within an explicit theological framework. (Prerequisite: CTX 401)

**CHL 430 Leadership through Lay and Clergy Partnership (3)**

The purposes of this course are: 1) to develop a theological rationale for the sharing of leadership responsibilities by laity and clergy in the church; 2) to identify and reflect on the possibilities of shared ministries in specific situations; and 3) to gain skills in planning and administering ministries shared by laity and clergy as partners. (Prerequisite: CTX 405) (CEU)

**CHL 431 Integral Church: Ecclesiology, Worship, Leadership (3)**

Every church tradition has its distinctive understandings of worship and of ministry. Rarely, however, are they integrated into a coherent whole. This advanced level course explores diverse traditions of worship and ecclesiology and concentrates on leadership skills to develop greater integration, depth, and effectiveness in ecclesial life. (Prerequisite: THL 301, WOR 41\*, MIN 301) (CEU)

**CHL 513 Person and Role of Minister as Leader (2)**

This course focuses on effective leadership in the church with special attention given to characteristics of effective leaders, collegiality in ministry, the discernment of priorities among the multiple roles of the minister, and the significance of personhood in the shaping of one's ministry. Students read and reflect critically on current literature in the field of leadership. They also present case studies for group analysis and discussion. (Prerequisite: DMIN 510)

**CHL 522 Advanced Skills Seminar: Church Leadership (2)**

This DMin Seminar focuses on the development of ministry skills and practices in relationship to current models/theories of effective ministry in the area of church leadership.

**CHL 523 Ministry Leadership (3)**

Students will assess their styles of leadership in the congregation in conversation with texts and with each other. Contemporary theories of leadership (Heifetz, Grashow, and Linsky; Kouzes and Posner; Collins and Stephens, etc.) will be presented and studied so that participants in the class can discover other ways of examining their own styles of leading congregations and of practicing leadership. The importance of diagnosing the wider context, the congregation itself, and one's own styles of leadership will be emphasized. (Prerequisite: DMIN 510)

**CHL 570 Practices of Personal Holiness (1)**

As the first of three immersions in covenantal community, this course focuses on biblical, theological, and experiential sources for spiritual disciplines that emphasize personal holiness and their relation to social holiness, church leadership, discipleship, and mission. Open to all students with permission of instructor. (Prerequisite: DMIN 510)

**CHL 571 Practices of Social Holiness (1)**

As the second of three immersions in covenantal community, this course focuses on biblical, theological, and experiential sources for Wesleyan communal practices that foster and intensify social holiness. Implications will be drawn for personal holiness, church leadership, discipleship, and mission. Open to all students with permission of instructor. (Prerequisite: DMIN 510)

### **CHL 572 Organizing Missional Communities for Wesleyan Spirituality (3)**

As the third of three immersions in covenantal community, this course focuses on biblical, theological, and experiential sources for principles and practices of organizing communities for communion and mission. This course examines the steps by which communities emerge for authentic missional practice. Open to all students with permission of instructor. (Prerequisite: DMIN 510)

### **CHL 573 Wesleyan Church Leadership (2)**

This course focuses on the spiritual grounding, leadership competencies, and missional passion for evangelistic and prophetic ministry. Through critically reflecting on current literature and the discussion of case studies, students will learn the characteristics of effective leadership in the local church in light of Wesleyan theology and mission. Students will also explore resources and practices of spiritual formation as foundational for authentic and effective church leadership. (Prerequisite: DMIN 510)

## **CHURCH AND SOCIETY (CHS)**

### **CHS 320 Approaches to the Study of Religion (3)**

This course provides an overview of the significance of interdisciplinary contributions to the study of religion. The course explores the correlation between social scientific methodologies, such as participant-observer, discourse analysis, ethnography, and case study, religion and society. Readings and discussions will highlight the importance of the social sciences in ministerial formation.

### **CHS 322 Theology of Growing and Eating (3)**

This course will explore the theology and social ethics of the global food supply system which at present produces a significant degree of hunger. It will approach the spirituality of food practices and suggest how it is that a spiritual recovery of eating practices could begin to remediate the global food disorder. It will employ embodied pedagogy and we will grow food with the Master Gardeners Association of Kansas City and also become a community garden for the community.

### **CHS 330 Mission of the Church in the Contemporary World (3)**

This course is designed to develop a passion for and strengthen one's commitment to mission, to acquire a biblical, historical, ecumenical and theological understanding of mission, and to design a mission education and cultivation strategy for the local church incorporating the various methods available. (ACOS, DCN: Mission of the Church)

### **CHS 340 African American Church in Post-Modernity (3)**

This course is an exploration of the Black church and Black culture and the role of the church in the coming decade in preaching and worship, in justice ministries, in the empowerment of Black people, and in the commitment to a pluralistic and racially inclusive society. (ACOS, CEU)

### **CHS 344 Leading the Affluent Church (3)**

Social class is one of the largely ignored topics in the local church. This course will incorporate social scientific perspectives on class in America, with a particular focus on the wealthy. It will identify theological traditions on the role of wealth in the Christian life, and explore how the church can minister with and to the affluent.

**CHS 346 American Criminal Law and Restorative Justice (1)**

The course examines the development of the present retributive criminal justice system. It begins with a historical-critical analysis of Old Testament law followed by New Testament critique. Historically, the development of today's system is traced by looking at ancient, medieval and modern cultures. Various theories regarding the causes of criminal behavior are included. The alternative paradigm of restorative justice is presented in theoretical and practical terms.

**CHS 347 Prison Industrial Complex and Systemic Sin (2)**

The role of prisons and prisoners in U.S. society is changing. In this course students will analyze the prison system as a means of economic development, the implications of privatization of the prison industry, the incarceration rate of racial and ethnic minorities, and the effect of culture and language on judicial process. In light of these trends the class will explore such theological and ethical concepts as dignity and sin of individuals and society.

**CHS 348 Evangelism in a Pluralistic Society (3)**

This course addresses the challenge of communicating the gospel in a plurality of contexts. Attention is given to the impact of the Enlightenment on North American culture and the resulting trends toward secularism and pluralism. There is an examination of specific generational, regional, and racial/ethnic contexts. The course helps students contextualize the gospel while maintaining its integrity.

**CHS 349 The Black Church in the USA (3)**

This course provides a general overview of religious expressions among African Americans in the United States. We examine the impact of culture, from the Trans-Atlantic slave trade to the beginning of the twenty first century, as a framework to explore various aspects of the black church. (Prerequisite: MIN 301)

**CHS 430 Sexual Issues in Church and Society (3)**

This course will examine the personal and social dimensions of several concrete subjects in the field of Christian sexual ethics, such as the moral significance of sexual pleasure, sexual love, and sexual diversity (GLBTQ). The course also focuses on methodological issues in the field. Special attention will be given to the biblical and early church traditions in regard to sexuality and to contemporary debates among theologians about and perspectives on these questions. (Prerequisite: ETH 301)

**CHS 450 Integrative Seminar: Restorative Justice and Prison Ministry (1)**

This seminar focuses on providing students with an opportunity to build on previous work in Restorative Justice and Prison Ministry and pursue a project that will allow them to explore relevant theological and ministerial themes in further depth. Students will develop a proposal for an integrative project and complete the project in order to demonstrate their competence in Restorative Justice and Prison Ministry. This course addresses important issues of justice and ministry that face the contemporary church. (Prerequisites: CHS 346, CHS 347, IMM 338)

**CHS 431 Biomedical Issues in Health and Welfare (3)**

This course will examine the personal and social dimensions of several concrete subjects in the field of Christian biomedical ethics, such as access to health care, physician assisted suicide, and artificial reproductive technologies. Special attention will be given to cultural and theological interpretations of health, suffering, decline and dying. Students will be encouraged to bring "cases" from congregational life to our discussions. (Prerequisite: ETH 301.)

**CHS 442 Cultural Dynamics in Pastoral Care (3)**

This course explores the impact of culture on the formation of personhood and on the care of suffering persons. An introduction to cultural theory in conversation with pastoral theology will provide the basis for thinking about the way cultural norms and practices and social institutions impact human lives. The course will also consider the variety of racial and ethnic cultural contexts within the U.S. (Prerequisite: PCR 301)

**CHS 510 Children and Poverty: A Global Perspective (3)**

According to United Nations figures, more than 35,000 children die every day because of hunger and preventable causes. And yet, the problem remains invisible. This course examines current situations in a global context, systematic causes, and theological grounding for why and how the church, and individuals within the church, should become change agent(s) to transform the world and care for God's children everywhere. (Prerequisite: DMIN 510)

**CHS 515 Prophetic Ministry (2)**

This DMin seminar addresses contemporary social and global issues (e.g., global warming, farm crisis, health care) as they are informed by the Judeo-Christian prophetic and biblical tradition. Students explore different understandings of prophetic ministry within their historical and communal contexts. Reflecting on their own ministry, students consider the impact of social and global issues on the church and the actual living out of an approach to life and ministry that combines a vital spirituality with a lived proclamation of the gospel. (Prerequisite: DMIN 510)

**CHS 516 Contextualizing the Vital Church (2)**

The effectiveness of leadership and the vitality of congregational life depend, to a large extent, on understanding the context of the disciples who worship there. Contextual identity is generational, geographic, and faith-based. The course will offer participants a chance to analyze their contexts, whether urban or rural, and to consider how those might impact the ministry of the congregation in community. Attention will be paid to the ways in which context impacts preaching, especially listener dynamics in preaching. (Prerequisite: DMIN 510)

**CHS 517 Locating Social Justice Ministries (2)**

Using case studies, this course examines aspects of specific injustices, such as war, disease, and food distribution, as a basis from which to explore ways socio-political and cultural contexts influence the Christian mandate to participate in acts of justice on behalf of all. The course includes reflections on the theological grounding for acts of justice. (Prerequisite: DMIN 510)

**CHS 518 Models of Diversity and Community (2)**

Vital congregations are those which celebrate community while embracing diversity. Persons with different cultural, religious, racial, and sexual orientations are reflections of the diversity of God's creation. This course seeks to explore how congregations can be revitalized by examining the triune nature of God, the inclusivity of the gospel, and the implications for ministry in various local contexts. (Prerequisite: DMIN 510)

**CHS 520 Advocacy in the Twenty-First Century: Children, Poverty and Public Policy (2)**

There are countless organizations that work to improve the lives of children around the world. Reflecting on their own ministry, students assess various responses to particular issues and ways in which these views influence their faith community's/denomination's articulation or endorsement of policy and its global implications. (Prerequisite: DMIN 510)

**CHS 525 Social Justice Foundations (3)**

This DMin seminar examines the relationship between justice theories, practical expressions of faith, and the Gospel message to respect human life and dignity. This integrative approach examines experiences of children, poverty, and health and the church's local and global commitment to promote social justice. (Prerequisite: DMIN 510)

**CHS 530 Healthcare: Biblical and Ethical Christian Traditions (2)**

This course explores the relationship of religion to health and healthcare. Biblical and other historical Christian traditions about health and wholeness as well as illness and death will be studied in depth. Traditional ethical teachings and practices regarding healing and health care will be critically retrieved in the broader context of the church's current global ministries. (Prerequisite: DMIN 510)

**CHS 544 Leading the Affluent Church (2)**

This course will explore the dynamics of congregations whose membership is middle or upper class. It will explore the human dynamics of those members, and think about their contributions and gifts theologically. In addition and perhaps most importantly, it will offer pastors who are in such settings a chance to consider how their leadership might be further strengthened, and the stewardship of all members become a joy of discipleship rather than a "give to the church" drudgery. (Prerequisite: Admission to the DMin program at Saint Paul School of Theology) (CEU)

**CHRISTIAN RELIGIOUS EDUCATION (CRE)****CRE 320 Missional Christian Education for Today's Church (3)**

What does it mean to educate for a missional church? This course will examine the inter-relationship between mission and Christian education. It will look at educational strategies that foster missional identity and practice. Students will have the opportunity to explore these strategies in a ministry setting.

**CRE 360 An Educational Approach to Spiritual Formation (3\*)**

In response to the current interest in spiritual formation, this course explores the educational intent of historical and contemporary models of spiritual formation paying particular attention to contributions from a variety of cultural and religious perspectives. Students have an opportunity to assess models of spiritual formation from their own denominational tradition in light of educational theory. Students design a model for leadership in the ministry of spiritual formation in their particular ministry settings. (\*Note: Certification students may register for 2 credits; degree students shall register for 3 credits) (ACOS, CERT: Christian Education, Youth Ministry)

**CRE 362 Faith Formation and New Generations (3\*)**

The focus of this course is the question, "Do traditional Christian religious education theories meet the spiritual formation needs of Generation X and the Millennial Generation?" The course explores foundational educational theories and generations, evaluates them in terms of the church's changing educational ministry, and makes proposals for ministries of faith formation. (\*Note: Certification students may register for 2 credits; degree students shall register for 3 credits) (Certification: Christian Education, Youth Ministry)

**CRE 364 Uncovering an Ecology of Faith Formation (3)**

In this course a proposal for an ecology of faith formation is evaluated through an examination of the interconnection and interrelationship of formative elements in the early Methodist movement. Students research faith formation models from other historical traditions as well as explore and create contemporary proposals for models of faith formation in particular ministry settings.

**CRE 380 Ministry Across the Lifespan (3)**

This class examines theories about how persons grow in faith, including psychosocial, cognitive, moral, faith development, and wholeness perspectives. Students select a focus on ministry with children, youth, adult, or intergenerational groups and design a ministry project for their age group. Of particular concern will be how these various developmental theories affect the practice of educational ministry in the church.

**CRE 382 Youth Ministry (2)**

In this course, the focus is on youth concerns, settings, and resources as they are related to the church's total youth ministry. Special attention is given to curriculum resources and program planning. (ACOS, CERT: Youth Ministry)

**CRE 384 Adolescent Growth and Faith Development (2)**

This course provides an overview of the psychology of adolescence in the areas of personal, moral, social, and religious development. The focus is on the integration of various developmental theories in understanding adolescent personality and their implications for youth ministry. (CERT)

**CRE 386 Teaching/Learning: Lifelong Process (3\*)**

The process of teaching and learning is at the heart of Christian religious education. In this course, students look at how people learn in a variety of contexts and the teaching methodologies that contribute to learning in these contexts. The course explores how people learn and teach, as well as the purposes and meaning of the teaching/learning process. (\*Note: Certification students may register for 2 credits; degree students shall register for 3 credits.) (ACOS, CERT: Christian Education)

**CRE 462 Spiritual Formation Through Mentoring Relationships (3)**

This course offers a basic study of the nature of spiritual formation and spiritual mentoring, including theory, process, models, and settings. Students have an opportunity to explore how mentoring relationships that occur through the worshipping, teaching, and serving ministries of the church may serve to enhance or inhibit spiritual growth. Students design a mentoring project for their own particular ministry settings. (Prerequisites: MIN 301, HBS 301, HST 301, HST 302, NTS 301, ETH 3\*)

**CRE 464 Spiritual Direction/Companionship (2)**

This course focuses on attentiveness to God, listening skills, psychological awareness, personal spiritual disciplines, historical background (including formative Wesleyan spirituality), and ethical issues for fostering this supportive relationship of spiritual guidance. It includes readings in the Christian classics, experiencing the practice of spiritual companionship, and training in ways of offering spiritual guidance in congregations. (Prerequisites: MIN 301, HBS 301, HST 301, HST 302, NTS 301, ETH 3\*) (Certification: Spiritual Formation)

### **CRE 528 A Ministry of Christian Faith Formation in the Wesleyan Tradition (2)**

This course offers a basic study of Christian faith formation in the Wesleyan tradition, with particular focus on leadership in a ministry of Christian faith formation. Students have an opportunity to explore relationships, structures, and practices that contribute to spiritual growth. Students design a formation project for their particular ministry settings. (Prerequisite: DMIN 510)

## **CONTEXTUAL EDUCATION (CTX)**

### **CTX 301 Preparing for Local Ministries I (0.5)**

Preparing for Local Ministries is a first year contextual education course that is designed to support students in their local ministry settings and introduce them to theological reflection on ministry. Groups are led by contextual education supervisors. (Credit/No Credit) Students are required to serve in an approved ministry setting for an average of four hours per week.

### **CTX 302 Preparing for Local Ministries II (0.5)**

Preparing for Local Ministries is a first year contextual education course that is designed to support students in their local ministry settings and introduce them to theological reflection on ministry. Groups are led by contextual education supervisors. (Prerequisite: CTX 301) (Credit/No Credit) Students are required to serve in an approved ministry setting for an average of four hours per week.

### **CTX 360 MACM Practicum (1)**

This course meets the focused Contextual Education requirement for the MACM degree. Students will critically reflect on the practice of the specialized focus of ministry. The course requires a concurrent work in a supervised ministry setting. Enrollment is limited to students in the MACM degree program. (Credit/No Credit) (Note: This course is scheduled only as needed)

### **CTX 370 MACM Focused Contextual Education (1)**

This course, supervised by faculty in the area of specialization, enables the student to gain experience in the area of specialization through supervised fieldwork. Students secure a faculty-approved ministry setting; 10 hours per week with regular on-site supervision and a written report from the supervisor (use the learning/serving covenant format). Students meet with their faculty supervisor 7-14 hours per semester. Faculty may require some written work. The course is required though some substitutes may be acceptable such as CPE or an Immersion closely related to the field of specialization. The student's advisor and the faculty responsible for this course approve any substitution. CTX 370 A Christian Religious Education and Spiritual Formation, CTX 370 B Church Leadership and Evangelism, CTX 370 C Deacon Ministries, CTX 370 D Pastoral Care and Health and Welfare Ministries, CTX 370 E Social Justice Ministries. (Credit/No Credit) (Note: This course is only scheduled as needed)

### **CTX 390 Chapel Intern (1)**

This course gives the student practical experience in worship planning and leadership through service to the ministries of chapel at the seminary. Using resources from a variety of traditions, the team of chapel interns works together with the Director of Spiritual Formation to provide intentional, meaningful worship experiences for the seminary community which integrate theological studies and spiritual practices. By appointment of the Formation and Worship Committee only; students should contact the Director of Spiritual Formation for an application before registering. (Credit/No Credit)

**CTX 403 Ministry in Context (3)**

This course allows students to develop a contextual understanding that can inform the practice of ministry. Using tools of congregational studies and community analysis, students learn about the neighborhoods around the Saint Paul campuses in Kansas City and Oklahoma City and learn about and reflect on their own ministry setting and context. Students reflect on ministry in these contexts with special attention to missional outreach and ministry with persons in poverty. (Prerequisites: CTX 302, HBS 301, NTS 301, THL 301, and MIN 301)

**CTX 405 Reflection on Ministry I (0.5)**

Reflection on Ministry I is the first half of a year-long advanced Contextual Education course that provides students with an opportunity for theological reflection on their own practice in ministry. Making use of tools such as learning goals and case studies, students share questions and insights in a small group setting led by contextual education supervisors. Students are required to serve in an approved ministry setting for an average of ten hours per week. (Prerequisite: CTX 301 and CTX 302) (Credit/No Credit)

**CTX 406 Reflection on Ministry II (0.5)**

Reflection on Ministry II is the second half of a year-long advanced Contextual Education course that provides students with an opportunity for theological reflection on their own practice in ministry. Making use of tools such as learning goals and case studies, students share questions and insights in a small group setting led by contextual education supervisors. Students are required to serve in an approved ministry setting for an average of ten hours per week. (Prerequisite: CTX 405) (Credit/No Credit)

**CTX 431 Ministry Collaboration Group- Faith (.5)**

Ministry Collaboration Groups are discussion-based formation courses where students reflect on their experiences in life and ministry. Groups are facilitated by faculty members and focus on one of the areas of the curriculum: Interpreting the Faith, Growing in Communion, or Serving the World. Collaboration Groups provide opportunities for growth in theological reflection, identity and role in ministry, specific practices of ministry, and understanding of the church and its mission.

**CTX 441 Ministry Collaboration Group- Communion (.5)**

Ministry Collaboration Groups are discussion-based formation courses where students reflect on their experiences in life and ministry. Groups are facilitated by faculty members and focus on one of the areas of the curriculum: Interpreting the Faith, Growing in Communion, or Serving the World. Collaboration Groups provide opportunities for growth in theological reflection, identity and role in ministry, specific practices of ministry, and understanding of the church and its mission.

**CTX 451 Ministry Collaboration Group- World (.5)**

Ministry Collaboration Groups are discussion-based formation courses where students reflect on their experiences in life and ministry. Groups are facilitated by faculty members and focus on one of the areas of the curriculum: Interpreting the Faith, Growing in Communion, or Serving the World. Collaboration Groups provide opportunities for growth in theological reflection, identity and role in ministry, specific practices of ministry, and understanding of the church and its mission.

## **DOCTOR OF MINISTRY**

### **DMIN 510 Orienting Seminar (2)**

This seminar introduces students to the overall scope and methods of doctoral study and forms a learning community of experienced persons in professional ministry. Students will explore the basic methods of congregational study, seek to clarify the direction of their final project, and devise a curricular plan of study. This one-week intensive seminar is offered only in January. (Credit/No Credit)

### **DMIN 520 Leading a Holy Life Retreat A (1)**

Staying one week at a retreat center near Kansas City, Missouri, students will be involved in a holistic educational experience of renewal and communal exploration into the liturgical rhythms of life, the call of God to Wesleyan understandings of personal and social holiness, and the pressing problems in society. It will be an opportunity for intensive theoretical grounding and personal exploration in a more spiritually attuned rhythm of life. Enrollment is limited to the Wesleyan Spiritual Formation cohort. (Prerequisite: DMIN 510)

### **DMIN 522 Leading a Holy Life Retreat B (1)**

This Conference is oriented to personal spiritual development. Students will attend the conference, read selected texts in Wesleyan means of spiritual formation, and engage in communal reflection upon personal aspects of their own spiritual formation. Enrollment is limited to the Wesleyan Spiritual Formation cohort. General track DMin students may consult the instructor concerning independent study credit for the event. The course is not available to Master's level students. (Prerequisite: DMIN 510 and DMIN 520)

### **DMIN 524 Leading a Holy People Retreat (3)**

Located as well at the Sophia Center in Atchison, KS, this second retreat focuses upon leading others and organizations in integrating contemplative and missional expressions of spirituality. The curriculum will combine intensive study and reflection with field trips to a range of ecclesial sites around the Kansas City area, highlighting African-American and pan-Methodist contexts. Enrollment is limited to the Wesleyan Spiritual Formation cohort. (Prerequisite: DMIN 510)

### **DMIN 525 The Wesleyan Heart of Personal and Social Holiness A (2)**

As an examination of the heart of Wesleyan spirituality in nineteenth century America, this course explores the relation between the Christian life and practices of piety, mercy, and prophetic action in American Methodism. This relation is understood as manifested in the liturgical, communal, and missional contexts within which Christian life of personal and social holiness is formed and shaped. (Prerequisite: DMIN 510)

### **DMIN 526 The Wesleyan Heart of Personal and Social Holiness B (2)**

As a contemporary examination of the heart of Wesleyan spirituality, this course explores the relation between Christian affections (the term Wesley used for the inner core of personal motivations and dispositions) and practices of piety, mercy and prophetic action. This relation is understood as manifested in the liturgical, communal and missional contexts within which Christian life of personal and social holiness is formed and shaped. (Prerequisite: DMIN 510 and DMIN 525)

**DMIN 527 Enacting Wesleyan Theology for the Revitalization of the Church (3)**

This course will examine the spiritual theology of both John and Charles Wesley with particular attention to its relation to the ministry of the Wesleyan movement in 18th century England. We will also consider its enactment in the early Methodist mission in Korea. Our purpose is not only to retrieve the early and original passion for ministry but also to discern a future vision for it. (Prerequisite: DMIN 510)

**DMIN 528 Advanced Congregational Studies (1)**

This course involves students in advanced methods of congregational study for the sake of addressing ecclesial identity, context, and mission with sociological and theological sophistication and practical effectiveness. (Prerequisite: DMIN 510)

**DMIN 529 Becoming the Authentic Church in the Wesleyan Perspective (2)**

This course will study models of authentic Christian community in Wesleyan perspectives. It will explore Biblical, theological, and historical understandings of the embodiment of Jesus' life and ministry. Students will endeavor to uncover authentic expressions of what Jesus envisioned as a community of faith. The study will include observing and reflecting on its partial embodiment in a variety of congregations. (Prerequisite: DMIN 510)

**DMIN 530 Experiencing Wesleyan Spirituality A (1)**

Through field trips to spiritually vibrant, mission-oriented congregations and a short retreat at a monastery, students will engage Wesleyan spirituality experientially. (Prerequisite: DMIN 510)

**DMIN 533 Worship and Spiritual Renewal (2)**

This course assumes that liturgical elements of worship have formative and transformative potential to reorder congregational life to more fully manifest the Reign of God in the world. Many elements of worship – e.g., time, space, ritual, music, ethics and sacrament – will be examined from the perspective of the Wesley brothers' writing and music. Also, Wesleyan practices will be explored for the sake of spiritual revitalization in Korean Methodist congregations. (Prerequisite: DMIN 510)

**DMIN 535 Scripture and Spirituality in Wesleyan Perspective (2)**

This course focuses on Wesley's interpretation of scripture and its relation to spirituality. Special attention will be given to Wesley's sermons, especially the "Sermon on the Mount," to investigate his unique and constructive use of scripture. This research will have direct relevance to the practice of ministry. (Prerequisite: DMIN 510)

**DMIN 536 Experiencing Wesleyan Spirituality (1)**

Through field trips to spiritually vibrant, mission-oriented congregations and a short retreat at a monastery, students will engage Wesleyan spirituality experientially. (Prerequisite: DMIN 510)

**DMIN 537 Wesleyan Missiology for the Renewal of the Church (1)**

This course is part of a Korean DMin immersion in England exploring the historical ministry of the Wesleys and early Methodism. This course concentrates on the following subjects: the biblical understandings of mission in terms of the Missio Dei, 21st Century trends of mission, especially Wesleyan missiology, and current ministries of British Methodism that integrate personal and social holiness in mission to and on behalf of marginalized and disenfranchised populations. (Prerequisite: DMIN 510)

**DMIN 538 Wesleyan Study Pilgrimage in England (3)**

This course is an immersion study trip in which Korean students will visit and study historical sites associated with the Wesley's ministry and the rise of Methodism in England. Emerging British Methodist ministries will be examined with respect to their historical, theological, liturgical, and practical aspects. (Prerequisite: DMIN 510)

**DMIN 550 Praxis Thesis Seminar (1.5)**

This seminar prepares students to investigate, research, and write about their field project. (Prerequisite: DMIN 510) (Credit/No Credit)

**DMIN 552 Praxis Thesis Proposal Conference (0.5)**

This conference provides the opportunity for faculty to evaluate the adequacy of the Praxis Thesis proposal and the student's readiness to undertake the field project. It is also an opportunity for faculty to review and assess student performance in the Doctor of Ministry program. (Credit/No Credit) (Prerequisites: THL 512, HST 514, CHS 515, and DMIN 550)

**DMIN 555A Praxis Thesis A (2)**

Part One of the final phase of the DMin program, in which the student conceives and tests a model of ministry in a specific setting. The Praxis Thesis is the written report that explicates the context, theory, and practice of the student's model of ministry that was tested and can be used by others to further the church's ministry in the world. (Prerequisite: DMIN 552. Graded course.)

**DMIN 555B Praxis Thesis B (2)**

Part Two of the final phase of the DMin program, in which the student conceives and tests a model of ministry in a specific setting. The Praxis Thesis is the written report that explicates the context, theory, and practice of the student's model of ministry that was tested and can be used by others to further the church's ministry in the world. (Prerequisite: DMIN 555A. Graded course.)

**DMIN 555 Praxis Thesis (4)**

The final phase of the DMin program, in which the student conceives and tests a model of ministry in a specific setting. The Praxis Thesis is the written report that explicates the context, theory, and practice of the student's model of ministry that was tested and can be used by others to further the church's ministry in the world. Students who anticipate completing the thesis in one term may register for this course with faculty advisor approval. (Prerequisite: DMIN 552. Graded course.)

**DMIN 556 Thesis Writing (1)**

Students not deemed ready to defend the thesis register for this course in order to complete the thesis. With approval of faculty advisor, they may repeat the course as often as needed, within published time limits for the degree. (Prerequisite: faculty advisor approval. CR/NC.)

**DMIN Praxis Thesis Conference (A non-credit event required for completion of the DMin degree)**

This conference is an opportunity for faculty to evaluate the Praxis Thesis and to engage the student in a constructive dialogue about the field project, the model of ministry, and relevant aspects of the student's ministry thesis and project. The thesis title and final grade of fail, pass, or pass with distinction (no academic credit) will be entered on the student's transcript.

## **DENOMINATIONAL STUDIES (DST)**

### **DST 311 United Methodist Doctrine (3)**

The purposes of this course are: 1) to explore the theology of United Methodism from its beginning with the Wesley's in England to the developments of the later 20th century in America; 2) to learn how to theologize in the Wesleyan and United Methodist tradition; and 3) to gain a command of the doctrinal heritage of United Methodism's order to appropriate critically, explain, and communicate it. (This course meets the doctrine requirements of the Book of Discipline.) (ACOS, CERT: Christian Education, Evangelism, Music, Older Adult, Spiritual Formation, Youth Ministry, DCN)

### **DST 312 Means of Grace in the Wesleyan Traditions (3)**

This course is an introduction and overview of the theology of John Wesley and Methodism with a focus on the means of grace. Attention is given to Wesley's original understanding of prayer, scripture, sacraments, classes and bands, and spiritual disciplines, and the changes in the theological understanding of these means of grace in the North American context. Prospects for current renewal are examined. (This course meets the doctrine requirements of the Book of Discipline.) (Deacon: UM Doctrine) (Certification: Christian Education, Evangelism, Music, Spiritual Formation, Youth Ministry)

### **DST 313 Wesley and the Movements of the Spirit (3)**

This course is an introduction and overview of the theology of Wesley and Methodism with a focus on the impact of Wesley's theology on the African-American, Holiness, Pentecostal, and Charismatic movements. The course examines the continuities and discontinuities between these various movements as well as compares them with other historic theologies within Methodism. (This course meets the doctrine requirements of the Book of Discipline) (Deacon: UM Doctrine or Theology) (Certification: Christian Education, Evangelism, Music, Spiritual Formation, Youth Ministry)

### **DST 320 United Methodist History (2)**

The purposes of this course are: 1) to help the student review, with appreciation, the United Methodist tradition in light of its historical development; and 2) to help the student appropriate the United Methodist tradition so as to enable responsible participation in the life and leadership of the United Methodist Church, effective communication of the tradition, and informed engagement in the ecumenical dialogue. (This course meets the history requirements of the Book of Discipline) (ACOS, DCN)

### **DST 330 United Methodist Polity (2)**

Through extensive use and discussion of the Book of Discipline, this course seeks to inform United Methodist theological students of the sources, developments, and trends of their denomination's polity and to prepare them to function effectively within, be appreciative of, and affect creatively that polity. (This course meets the polity requirements of the Book of Discipline) (ACOS, CERT: Christian Education, Evangelism, Music, Older Adult, Spiritual Formation, Youth Ministry, DCN)

### **DST 332 African-American Methodism (3)**

This course is a study of the history, polity, and theology of the African Methodist Episcopal Church, African Methodist Episcopal Zion Church, and Christian Methodist Episcopal Church.

### **DST 350 Denominational Studies (2)**

Denominational studies for Disciples of Christ (Christian Church), Presbyterian, Episcopal, and United Church of Christ students will be provided, in cooperation with executives of those judicatories, when demand arises.

## **ETHICS (ETH)**

### **ETH 301 Introduction to Christian Ethics (3)**

The purpose of this course is to gain an introductory knowledge of various sources and approaches to Christian moral discernment and judgment. The general goal is to introduce the discipline of Christian ethics in ways appropriate to the interests of pastors, educators, and other leaders in the church.

### **ETH 430 Topics in Theological Ethics and the Natural Sciences (3)**

This course examines core areas in the emerging dialogue between theology and the natural sciences, especially physics, cosmology, evolutionary biology, genetics, cognitive science, and neuroscience. After this examination of the core issues, the course concludes by exploring some of the implications of the science and theology dialogue for Christian theological ethics with special attention devoted to methods of ethical reasoning. (Prerequisite: ETH 301) (ACOS, CEU)

### **ETH 431 Pastoral Ethics (1)**

This course will examine the ethics of pastoral ministry. Several “professional” issues – such as confidentiality, personal boundaries, practices associated with financial accountability, and ecumenical relations – will be addressed. Students will be asked to consider real life cases from their leadership experiences. (Prerequisite: ETH 301)

### **ETH 432 Advanced Seminar in Bioethics (1)**

This is an advanced seminar, offering an opportunity to explore contemporary ethical issues in medicine and bioscience, such as genetic engineering. The course is offered collaboratively with the Kansas City University of Medicine and Bioscience. It provides a setting for cross-disciplinary collaborative learning, with medical students and ministry students working together on problems in bioethics – and learning from one another. It is designed especially for ministerial students considering specialized ministry in healthcare settings and/or serving on hospital ethics committees. (Prerequisite: ETH 3\*)

### **ETH 433 Ethics of Forgiveness (1)**

This course will examine the personal, interpersonal and political dimensions of the Christian practice of forgiveness. Several issues –such as the relationship of truth and justice to reconciliation – will be discussed in relationship to specific case studies. Course will draw on biblical, liturgical and theological understandings of forgiveness. (Prerequisite: ETH 301)

### **ETH 435 Religion and Health Care (3)**

This course will examine Christian theological and ethical traditions about health care, focusing on broad issues like (1) the duty to care for one's own health and welfare, along with those of others, (2) suffering in relation to chronic illness, pain, disabilities, disease, and experiences of diminishment as well as (3) death and dying. These topics will be addressed in relation to specific topics like addiction, HIV/AIDS and physician assisted suicide. It will also focus on the church's role in healing ministries (through liturgical services, parish nursing, hospice work and other healing ministries) and its role as a public advocate access to care.

**ETH 440 African American Critical Religious Thought (3)**

This course concentrates on the theo-ethical perspectives of selected African-American Christian thinkers. The course features historical and contemporary figures such as Howard Thurman, Martin Luther King, Jr., Katie Cannon, James Cone, J. Deotis Roberts, and Jacqueline Grant. Special attention is given to implications for the contemporary church. (Prerequisite: ETH 301 or HST 301 and HST 302)

**ETH 441 Feminist, Womanist, and Mujerista/Latina Ethics (3)**

This course is a survey of emerging approaches to Christian Ethics as they are being developed by contemporary African American womanist, Euro-American feminist and mujerista/Latina thinkers. Students will study the foundational, that is, methodological questions raised by these approaches as well as specific ethical issues emerging from within these communities. We will study the constructive work of such theological ethicists as Rosemary Ruether, Katie G. Cannon, Marcia Riggs, and Ada Maria Isasi-Diaz. Special attention will be given to implications of these perspectives for a variety of ministry issues. (Prerequisite: ETH 301)

**ETH 450 Mornings with Alice: Moral Problems and Ethical Possibilities (3)**

A primary objective of this course is to examine the transformative significance of four ethical sources: 1) the invisible transcript of scripture; 2) counter realities within tradition; 3) reason as embodied engagement; and 4) the experience of self-naming in Alice Walker's non-fictional works. The course will employ a systematic approach to textual interpretation that probes the depths of written work through an interrogatory engagement in order to assess the usable truth in selected essays by Walker. (Prerequisite: ETH 301)

**EVANGELISM (EVN)****EVN 311 Evangelism Through the Local Church (3)**

This is an introduction to the biblical and theological foundations of evangelism and the local church as a center for evangelism. Attention is given to the content of the gospel, its communication through word and deed, and the context of the recipients. (ACOS, CERT: Evangelism, DCN)

**EVN 312 Theologies and Models of Evangelism (3)**

This course is an examination and assessment of biblical, historical, and contemporary theologies, models, and strategies for evangelism, enabling the student to develop his or her own model of evangelism. (ACOS, CERT: Evangelism, DCN)

**EVN 313 Evangelism as Congregational Care and Nurture (3\*)**

This course considers the ministry of evangelism through the care of members by such means as pastoral care, visitation, support and self-help groups, and the growth and empowerment of lay persons in faith and discipleship. (Deacon: Evangelism) (\*Note: The prerequisite may be waived for non-degree students. Certification students may register for 2 credits; degree students shall register for 3 credits) Certification: Evangelism)

**EVN 314 Evangelism as Congregational Outreach and Growth (3\*)**

This course examines the role of equipping the congregation to tell the Christian story to those outside the church, to seek a response to the Christian message, and to assimilate persons into the life and ministry of the church. Topics include communication theory and skills, outreach methods and approaches, and models for assimilating new members. (\*Note: The prerequisite may be waived for non-degree students. Certification students may register for 2 credits; degree students shall register for 3 credits) (ACOS, CERT, DEACON: Evangelism)

**EVN 348 Evangelism in a Pluralistic Society (3)**

This course addresses the challenge of communicating the gospel in a plurality of contexts. Attention is given to the impact of the Enlightenment on North American culture and the resulting trends toward secularism and pluralism. There is an examination of specific generational, regional, and racial/ethnic contexts. The course helps students contextualize the gospel while maintaining its integrity.

**EVN 571 Evangelism in the Wesleyan Tradition (2)**

This course focuses on the biblical grounding, competencies, and missional passion for evangelistic ministry. Through critically reflecting on current literature and engaging congregational leaders, students will learn the characteristics of effective evangelism in the local church in light of Wesleyan theology and mission. Students will also explore emerging movements within the field of evangelism (i.e., emergent and monastic) and their relevance to the Wesleyan tradition. (Prerequisite: DMIN 510)

**ENGAGING WORLD RELIGIONS (EWR)****EWR 311 Engaging World Religions: Buddhism (3)**

This course is designed to introduce to students the fundamental aspects of Buddhism as a religious tradition in terms of its teachings, rituals, symbols, ethical values, and visions for the better world.

**EWR 312 Engaging World Religions: Islam (3)**

This course is designed to introduce fundamental dimensions of what the Islamic religious tradition stands for by way of getting acquainted with the Quran, symbols, rituals, Islamic laws, and liturgy. The course will also explore ways of constructive dialogue that is devoid of prejudice, bias, unexamined knowledge about “others”, and develops a hermeneutics of dialogue.

**EWR 313 Engaging World Religions: People of the Book (3)**

This course examines historical and theological relations among the three major religions known as “people of the book:” Judaism, Christianity, and Islam. Course topics include understandings of scripture, scriptural authority, and scriptural interpretation as well as comparative work on particular figures and themes of the respective scriptures.

**EWR 316 Religions in China: Daoism and Confucianism (3)**

The course is designed to introduce the basic tenets and convictions embraced by Daoism and Confucianism as they are manifested in the Chinese culture, religious performance, symbols, and world-views. The approach is historical and religious-phenomenological. (CEU)

**EWR 317 Christian Encounter with Hinduism (3)**

This course aims to introduce students to a basic understanding of the history, beliefs, and practices of Hinduism, to enable them to recall and evaluate the ways in which Christians have encountered Hinduism, and to help a construct a theology of religions that assists in developing a relevant and meaningful relationship with Hindus in the United States, both as individuals and as congregations.

**EWR 319 Latin American Spiritualities (3)**

An exploration of Latin American spiritual culture from pre-Columbian times until today, with a special focus on Mexico, stressing its affective continuity across the centuries. Students will develop a deeper understanding of the widely shared values and orientations central to the lives of Latin American immigrants and their descendants, one of the fastest growing populations in the US mission field (Mexicans being the largest population within this stream).

**EWR 350 Native American Religious Traditions (3)**

A survey of the worldviews and spiritualities of Native American people as these pertain to both inter-tribal beliefs and Native American ceremonial life, with an attempt to show how Native American practice proceeds from their world view. The relationship of Christian faith to Native American worldviews and spiritualities will also be explored.

**HEBREW BIBLE STUDIES (HBS)****HBS 301 Introduction to Hebrew Bible (3)**

This course is a critical introduction to the Hebrew Bible (Old Testament), including survey of the content of the Hebrew Scriptures, their ancient historical contexts and development, diverse contemporary methods of interpretation, the place of the Hebrew Bible in the Christian canon, and its importance for ministry in the Church today. (ACOS, CEU, DCN)

**HBS 320 Introduction to Biblical Hebrew I (3)**

This is the first term of a year-long intensive introduction to the basic grammar, syntax, and vocabulary of biblical Hebrew. After completing this course, students will be able to read simple connected Hebrew prose. (Note: Biblical Hebrew is offered every other year as a year-long course) (Students are expected to enroll in HBS 321 the following semester)

**HBS 321 Introduction to Biblical Hebrew II (3)**

This is the second term of a year-long intensive introduction to the basic grammar, syntax, and vocabulary of biblical Hebrew. After completing this course, students will be able to read simple connected Hebrew prose. (Note: Biblical Hebrew is offered every other year as a year-long course) (Prerequisite: HBS 320)

**HBS 426 The Psalms (3)**

This course covers interpretation of individual psalms with attention to their literary form, setting in life, and place in the collection as a whole. The course considers the importance of the Psalter for biblical theology, community worship, and private devotion. (Prerequisite: HBS 301) (ACOS)

**HBS 427 Amos and Hosea (3)**

This course is an historical study of Amos and Hosea, two eighth-century prophets, in their social and religious contexts. The course includes consideration of the development of the books of Amos and Hosea and their canonical significance, as well as special attention to the relevance of Amos and Hosea for ministry in the church today. (Prerequisite: HBS 301)

**HBS 430 Qohelet (3)**

This is an exegetical course on the book of Qohelet (Ecclesiastes), emphasizing theological and ethical themes. Students will explore the appropriation of Qohelet in the life of the church, including preaching and other practices of ministry. (Prerequisite: HBS 301)

**HBS 431 The Book of Jeremiah (3)**

This is an exegetically based course on the book of Jeremiah, including the history of the book's development and close reading of the book in its final form. Special attention is given to the theological and ethical significance of Jeremiah, along with its relevance for ministry in the church today. (Prerequisite: HBS 301) (CEU)

**HBS 432 The Book of Isaiah (3)**

This course is a study of the prophecy of Isaiah of Jerusalem; of Deutero-Isaiah, prophet to Israel in exile; and of the continuing Isaianic tradition in the post-exilic period. The course gives final attention to the unity and message of the book of Isaiah as a whole. (Prerequisite: HBS 301) (ACOS)

**HBS 433 The Book of Genesis (3)**

This course is designed to serve as an orientation for the student-interpreter to a general yet critical understanding of the literary, historical, and theological complex of issues involved in the interpretation of the Book of Genesis. The orientation will present an analysis of major methodological approaches utilized by past and present interpreters; an exploration of the issues and problems in contemporary studies; and a discussion of the functional and pragmatic implications of a confessional interpretation of the Book of Genesis. (Prerequisite: HBS 301)

**HBS 442 The Bible, Homosexuality, and Christian Community (3)**

What does the Bible say about homosexuality? How can the Bible most appropriately inform Christian theological reflection and ethical inquiry concerning issues of sexual orientation and experience? This course examines diverse responses to these questions. Students engage in exegetical, historical, and cultural studies aimed at assessing critically the role of the Bible in contemporary debate about homosexuality and the church. (Prerequisite: HBS 301)

**HBS 450 Interpreting Biblical Narratives (3)**

The religious and cultural influence of the Bible owes much to the skill of ancient, anonymous storytellers. In this course, students will examine the characteristics and techniques of narrative composition in the Hebrew Bible/Old Testament. The course will practice literary-critical, exegetical interpretation and seek to foster performative interpretation as well as studying and imagining ways of retelling Biblical stories in various contemporary media, including preaching, drama and electronic multimedia. (Prerequisite: HBS 301)

**HISTORY (HST)****HST 301 Introduction to Christian Traditions I (3)**

This course surveys the history of Christianity in the second through fifteenth centuries, introducing a variety of theological and spiritual traditions and their cultural settings. It introduces diverse key figures, movements and practices in the early and medieval churches of east and west and includes close reading of selections from primary sources. It also introduces the art of interpreting texts to discover how historical witnesses can inform the theology and practice of ministries today. (ACOS, CEU)

**HST 302 Introduction to Christian Traditions II (3)**

This course surveys the history of Christianity from the Reformations of the 16th century to the present, providing an introduction to the history of the church and theology in this period. It attends to diverse figures, movements and practices and includes close reading of selections from primary sources. It also introduces the art of interpreting texts to discover how historical witnesses can inform the theology and practice of ministries today. (ACOS, CEU, DCN)

**HST 420 Classics of Christian Theology (3)**

An introduction to the history of Christian thought, this course focuses on a variety of classic works from the early, medieval, Reformation, and modern periods. Works by authors, such as Justin Martyr, Philo, Augustine, Thomas Aquinas, Anselm, Abelard, Teresa of Avila, Julian of Norwich, Martin Luther, John Calvin, Philip J. Spener, Schleiermacher, and Adolph von Harnack are considered. (Deacon: Church History or Theology). (Prerequisites: HST 301 and HST 302)

**HST 426 Nineteenth Century Protestant Theology (3)**

This is a study of “modern” Protestant theology from Schleiermacher to the dialectical theology of the early 20th century. This course attends to the issues posed to theology in the “modern” period, including the rise of historical consciousness, the challenge of the scientific world view, and the call for just social and economic structures, and examines important and representative responses to these issues. (Prerequisites: HST 301 and HST 302) (CEU)

**HST 430 US Religious History: Major Groups Involvement (3)**

This course studies U.S. religious history from the Native American traditions to the mid-20th century by focusing on major religious groups and movements. It examines their histories, self-understandings, and practices and their place in the context of U.S. history as a whole. (Prerequisite: HST 302) (CEU)

**HST 431 History of Christian Ethics (3)**

This course examines major issues and figures in the history of Christian ethics from the early church to the early modern period. It proceeds by considering the interrelations among historical and social location, understanding of Christian identity, and understanding and practice of the ethical life. (Prerequisite: HST 302) (CEU)

**HST 450 Luther and Schleiermacher (3)**

This course compares the life and theology of the founder of Protestantism with that of the founder of modern Protestant theology. It attends to the interrelation of historical-social location, leadership in church and society, and theology in Luther and Schleiermacher. (Prerequisite: HST 302)

**HST 452 Readings in Early Christian Authors (3)**

This course focuses on a classic early Christian author such as Augustine or a few related authors such as the Cappadocians. It focuses on close readings of selected classic texts, paying particular attention to their historical, philosophical, spiritual and theological dimensions, their cultural contexts, and their implications for church renewal and ministry today. Different figures will be studied in different years. This course may be repeated for credit when the topic varies. (Prerequisites: HST 301) (CEU)

**HST 454 Seminar in Historical Studies (3)**

This course provides an advanced level investigation of selected figures, movements, and/or issues in Christian history. The course includes analysis of the ways historical figures and movements offer resources for contemporary Christian witness. The particular focus for the course is announced prior to registering. This course may be repeated for credit when the topic varies. (Prerequisites: HST 301 and HST 302) (CEU)

**HST 460 Christian Mystics (3)**

The course explores Christian figures in Church history who write about the lived experience of faith. The focus of study is the way in which Christians of the past illuminate our understanding of faith in the present. (Prerequisite: HST 301) (CEU)

**HST 462 Christian Spirituality: East and West (3)**

This is an overview of some major traditions of eastern and western Christian spirituality spanning the time period from the New Testament to the twentieth century. The course involves close reading, discussion, and analysis of selected texts. Students also practice a range of Christian spiritual disciplines as part of the course work. (Prerequisites: HST 301 and HST 302) (CEU) (ACOS, CERT: Spiritual Formation)

**HST 470 John Wesley's Theology and Ethics (3)**

This course is a comprehensive examination of John Wesley's theology and ethics, including an analysis of major interpretations of Wesley's thought as well as Wesley's own writings. The implications of Wesley's thought for the Christian life and the formational and missional practices of the contemporary church will be considered. (Prerequisites: HST 301 and HST 302)

**HST 472 Wesley, Edwards and the Eighteenth Century Awakening (3)**

This course examines the eighteenth century Protestant awakening in Europe and America and its impact on church and society. Attention is focused on England and America, and on the theologies and practices of the two great theologians of the awakening, John Wesley and Jonathan Edwards. Their understanding of faith and the Christian life, as well as their pattern of proclamation, formation, and social concern, has implications for the ministry and outreach of the church today. (Prerequisites: HST 301 and HST 302) (CEU)

**HST 474 Early American Methodism (3)**

This course is a study of early American Methodism from its inception until the Civil War. It includes an examination of the Evangelical United Brethren tradition, the emergence of African-American Methodism, and the beginning of the Holiness movement. Issues include the changing relationship of doctrine and discipline, practices of evangelism and social reform, and the relation of Methodism to American culture. Through understanding this formative period in Methodist history, we will gain important insights that can aid our contemporary engagement with these issues. (Prerequisites: HST 301 and HST 302)

**HST 514 Spiritual Traditions and Ministry (2)**

This DMin seminar considers various practices and theologies of spirituality within the Christian tradition. Students learn from the historical witnesses and ask how they might inform life and ministry today. Students write their own spiritual autobiography. They also engage in and reflect on diverse spiritualities with the goal of recognizing and developing their own spiritual disciplines and their ministry in the church as a community of spiritual practices. (Prerequisite: DMIN 510)

## **IMMERSION (IMM)**

- **Please note:** All immersion courses require a pre-immersion component to be completed as part of each immersion course. Ordinarily, students register for a non-credit pre-immersion “course” in the term preceding the actual immersion. Additional fees for travel and related expenses may be assessed. Inquire with the Registrar’s Office for additional information.

### **IMM 332 Immersion: Rural Community and Church (2-3)**

Students will live with families in community, experience life in the homes and towns of their hosts, and reflect theologically on the place of the church and its ministry in these contexts. Emphasis will be placed on the relationship of church to community and how lay and professional ministries relate to their contexts. The particular locus of the immersion may include rural disaster relief efforts, to a comparison of urban and rural ministries, to the place of farming and agriculture. (Credit/No Credit) (IMM 332P, a series of non-credit preparatory meetings, must be taken in conjunction with this course)

### **IMM 334 Immersion: Experiential Monasticism (2)**

This five-day course provides the opportunity for a student to live in a monastery and experience life according to monastic rules. The experience includes observing canonical hours, Eucharist, daily worship, contemplation, lectio divina, spiritual direction, and daily input sessions on the theology and practices of spirituality. Resource persons from the monastery provide a balanced input of theory and practice. (Credit/No Credit)

### **IMM 336 Immersion: Exploring Native Cultures – Pueblo Peoples (2)**

This course exposes students to the diversity of Native American life and religion. It also addresses issues of culture and justice in a multi-cultural setting including the exploration of the history of Northern New Mexico and a variety of religious expressions. Ultimately, the goal is for students to learn about Native American spirituality and the ways it challenges or enriches their own spirituality and way of life. (Credit/No Credit) (IMM 336P, a series of non-credit preparatory meetings, must be taken in conjunction with this course)

### **IMM 338 Immersion: Prison Ministry (2)**

This is an immersion experience in institutional ministry and community-based ministry to prisoners, adult and juvenile. It includes ministry to families of prisoners and re-entry and aftercare ministries. There will also be a component of prophetic ministry and advocacy. (Credit/No Credit)

### **IMM 342 Immersion: Guatemala (2)**

Students immerse themselves in the culture and church life of people in Guatemala for up to seven days, learning from their lives and witnesses. Students share in the realities of daily life, engage in social analysis, and reflect theologically on the situation they experience and its implication for their own life and ministries. (Credit/No Credit)

### **IMM 348 Immersion: South Korea and China (2)**

This immersion is designed to expose participants to a Christian experience other than Western Christianity as well as possibly to other Asian religious traditions with a purpose of expanding theological perspectives, visions for ministry, and spiritual vistas. (Credit/No Credit) (IMM 348P, a series of non-credit preparatory meetings, must be taken in conjunction with this course.)

**IMM 350 Immersion: Exploring Native Cultures – Plains Tribes (3)**

This course exposes students to the diversity of Native American religious life, particularly issues of culture and justice, in a multi-cultural setting focused on the history and religious practices of native tribes located within Oklahoma. Ultimately, the goal is for students to learn about Native American spirituality and issues of justice and the way these realities challenge or enrich students' own spirituality, way of life, and ministry. (Credit/No Credit) (IMM 350P, a series of non-credit preparatory meetings, must be taken in conjunction with this course)

**IMM 352 Pan-Methodist Immersion - Savannah (2)**

This immersion will introduce students to Southern Pan-Methodist and ecumenical church culture. Students will explore the city where John Wesley ministered while in America, but also get an opportunity to experience the African American Methodist denominations in the area. Students will learn how Southern culture helped to shape these congregations and the role church has played in shaping the culture (particularly the Methodist denominations). The goal is for students to develop a better lens for analyzing their particular cultural context by getting outside of it and experiencing another context. (Credit/No Credit)

**IMM 354 Immersion: Turkey (2)**

Students will immerse themselves in study of the rich religious and theological heritage of what is today the country of Turkey (called Asia Minor on biblical maps). Students visit ancient and contemporary religious sites of significance to Muslim and Christian faiths, including Istanbul, Nikea, and Ephesus. Evenings conclude with devotion and reflection on the events and sights of the day as well as on Christological and Trinitarian formulations of the early church. (Credit/No Credit) (IMM 354P, a series of non-credit preparatory meetings, must be taken in conjunction with this course)

**IMM 356 Urban Immersion: Wesley and the Poor (2)**

In this course, students will spend time as homeless persons in urban settings in order to develop their ministry skills in working with this population of God's children. Resources from John Wesley's theology and social ethics will provide an important lens by which to view and evaluate this immersion into urban justice issues of homelessness, poverty, class, race, and gender. An additional resource may be selected from other denominational traditions. (Credit/No Credit) (IMM 356P, a series of non-credit preparatory meetings, must be taken in conjunction with this course)

**IMM 510 DMin International Immersion (3)**

There are interlocking cycles that keep adults and children in poverty and in situations that threaten their health and wholeness. This immersion experience and the pre-immersion readings examine these real life situations: the cycles of violence, neglect and exploitation, as well as, the cycles of poverty, malnutrition and inadequate health care. The theological framework for this experiential learning is grounded in Christ's mandate to heal the sick, care for the marginalized of our world and His prophetic word to "free the oppressed." (Prerequisite: DMIN 510)

**MACM 401 Praxis Project Proposal (1)**

The Praxis Project Proposal is the first step in the summative evaluation for the Master of Arts in Christian Ministry degree program. This proposal includes a working thesis and discussion of the issue to be addressed, a literature review and annotated bibliography, discussion of method, structure of the thesis, format for a creative component in the area of specialized ministry, and timeline for completion. (Credit/No Credit)

**MACM 402 Praxis Project and Conference (2)**

This summative evaluation requires a Praxis Project of 25-50 pages and a conference with two faculty members. The Praxis Project is an integrative paper focused on a particular specialized ministry and informed by biblical, historical, and theological foundations. The goal is to demonstrate capacity for scholarship and skill in the practice of ministry within the area of specialized ministry and the ability to articulate one's ideas in discourse with specialists in the field. The conference is a two-hour evaluative discussion with the MACM Committee. (Prerequisites: MACM 401)

**MATS 401 Thesis Proposal (1)**

The Thesis Proposal is the first step in the summative evaluation for the Master of Arts (Theological Studies) degree program. This proposal includes a working thesis and discussion of the issue to be addressed, a literature review and annotated bibliography, discussion of method, structure of the thesis, and timeline for completion. (Credit/No Credit)

**MATS 402 Thesis and Conference (2)**

This summative evaluation requires a Thesis of 25-50 pages and a conference with two faculty members. The Thesis is an academic research paper informed by biblical, historical, and theological foundations within the students' disciplines of study. The goal is to demonstrate capacity for scholarship within a defined field of study and the ability to articulate one's ideas in discourse with specialists in the field. The conference is a two-hour evaluative discussion with the Thesis Committee. (Prerequisites: MATS 401)

**MATS 403 Thesis Creative Project Proposal (1)**

The Thesis/Creative Project Proposal is the first step in the summative evaluation for the Master of Arts (Theological Studies) degree program. This proposal includes a working thesis and discussion of the issue to be addressed, a literature review and annotated bibliography, discussion of method, structure of the thesis, format for a creative project, and timeline for completion. (Credit/No Credit)

**MATS 404 Thesis Creative Project and Conference (2)**

This summative evaluation is an option for students seeking the degree for general educational purposes and requires a Thesis of 25-50 pages, a Creative Project, and a conference with two faculty members. The Thesis/Creative Project is an academic research paper accompanied by original art, media, or other approved format. The goal is to demonstrate capacity for scholarship within a defined field of study and the ability to articulate one's ideas in discourse with specialists in the field. The conference is a two-hour evaluative discussion with the Thesis Committee. (Prerequisites: MATS 403)

## **MINISTRY (MIN)**

### **MIN 230 Introduction to Theological Writing (1)**

This course surveys basic writing styles and skills for theological studies. The goal of the course is to equip students with fundamental skills in writing, research, speaking, and critical thinking for professional and academic competence. This course requires simultaneous enrollment in another Saint Paul School of Theology course for which writing is required. (Credit/No Credit)

### **MIN 231 Information Literacy in Theological Education (1)**

This course introduces students to a variety of strategies and techniques for effective research throughout the students' seminary coursework. This foundational course is grounded in a hands-on approach to information discovery that quickly develops student research skill and information literacy in the broad areas of local library resources, subscription databases, and the internet.

### **MIN 301 Introduction to Ministry (3)**

In this course students examine their own lives as persons of faith and consider God's call to the ministry of the church. Various models and forms of ministry and various contexts for ministry are explored in light of God's mission in today's world. The impact of social, historical, and global location is addressed along with issues of structured inequality, especially ageism, classism, racism, and sexism. Attention is given to formation of personal qualities, interpersonal skills, and sustaining spirituality necessary for ministry with an emphasis on helping students identify appropriate boundaries of professional conduct for clergy and lay leadership.

### **MIN 340 Topics in Women, Society, and Church Studies I (1)**

This seminar explores matters relating to the study of Women, Society, and Church. Designed for students specializing in Women, Society, and Church Studies, the course is open to other students. Students will read and assess at least one common text. Students in the WSCS Specialization must complete the seminar twice, one of which will be in their final year of study when they will present portfolios of their Women, Society, and Church Studies work (course essays and projects as well as extracurricular projects). Content will vary annually so this course may be taken more than once.

### **MIN 341 Topics in Women, Society, and Church Studies II (1)**

This seminar explores matters relating to the study of Women, Society, and Church. Designed for students specializing in Women, Society, and Church Studies (WSCS), the course is open to other students. Students will read and assess at least one common text. Students in the WSCS Specialization must complete the seminar twice, one of which will be in their final year of study when they will present portfolios of their Women, Society, and Church Studies work (course essays and projects as well as extracurricular projects). Content will vary annually so this course may be taken more than once.

## **NEW TESTAMENT (NTS)**

### **NTS 301 Introduction to the New Testament (3)**

This course understands the informed study of the New Testament and careful reading of thoughtful scholarly writings about the New Testament to be a spiritual discipline. The course introduces students to the basic content of the New Testament writings, the historical circumstances from which they emerged, various critical methods by which to interpret them (including exegetical skills), and ways in which these texts might shape the understandings and lives of contemporary Christian communities. (ACOS, CEU, DCN)

### **NTS 320 New Testament Greek I (3)**

This is the first term of a two-term intensive introduction to the language of the New Testament documents leading to the reading of New Testament texts. (New Testament Greek is offered every other year as a year-long course)

### **NTS 321 New Testament Greek II (3)**

This is the second term of a two-term intensive introduction to the language of the New Testament documents leading to the reading of New Testament texts. (New Testament Greek is offered every other year as a year-long course. (Prerequisite: NTS 320)

### **NTS 420 The Gospel of Matthew (3)**

How does Matthew shape and present the story of Jesus? How does his story inform our story and the stories of our congregations? Attention is given to exegetical methods. (Prerequisite: NTS 301) (ACOS)

### **NTS 426 The Gospel of Luke (3)**

This course examines Luke's presentation of the story of Jesus. Attention is given to the gospel's socio-historical context, literary shape, and theological claims through various critical methods. The tasks of preaching/teaching the gospel (Year C of the lectionary) and its implications for contemporary communities of disciples are also important concerns. (Prerequisite: NTS 301)

### **NTS 430 The Gospel of John (3)**

This course examines John's distinctive presentation of the story of Jesus. Special attention is given to the literary form, the socio-historical setting, and the theological claim of the gospel. (Prerequisite: NTS 301)

### **NTS 431 Selections from the Synoptic Gospels (3)**

This course will examine selections from the Synoptic Gospels such as from the birth narratives, parables, Sermon on the Mount/Plains, and passion narratives. Choices will be made from these options. The course will employ a variety of methods to examine christological, soteriological, ecclesiological, and eschatological themes in the chosen passages. (Prerequisite: NTS 301) (CEU)

### **NTS 432 Romans (3)**

This course examines one of the most influential letters in the church's history. Attention is given to exegetical methods and to Paul as a pastoral theologian who interprets the gospel for a particular community. (Prerequisite: NTS 301)

**NTS 433 The Corinthian Correspondence (3)**

The focus is on 1 and 2 Corinthians and on Paul's stormy relationship with this church. Attention is also given to the social setting of the Corinthian congregation and to Paul's understanding of his ministry and role as a pastoral theologian. (Prerequisite: NTS 301) (CEU)

**NTS 434 Galatians and 1 Thessalonians (3)**

This course explores the historical contexts, literary-rhetorical shape, and theological claims of two of Paul's letters. It attends to Paul's pastoral-theological method and engages contemporary scholarship on these two significant writings. (Prerequisite: NTS 301) (CEU)

**NTS 437 Hebrews and the General Epistles (3)**

Study of the pastoral and theological concerns, methods, and commitments in Hebrews, 1 Peter, and James, and complementary early Christian literature. Against the backdrop of the multicultural world of early Christianity and the developing Christian church, students will be encouraged to reflect upon the social locations of early Christians, the media of communication chosen by early Christian writers (the "epistle", in particular), and the nature, variety, and adaptability of the Christian Gospel in the first and the twenty-first centuries. Students will reflect upon the contemporary meaning and significance of these documents for the Church and the world, particularly with reference to the pervasive influence of multimedia and the Internet. Students will be encouraged to undertake a project of "translating" the message(s) of these ancient epistolai into newer, electronic media. (Prerequisite: NTS 301)

**NTS 438 The Book of Revelation (3)**

This course examines the historical context, the literary genre and shape, the linguistic expression, and the theological claims of this mysterious biblical text. The questions of method and of contemporary address have significant roles. (Prerequisite: NTS 301)

**NTS 454 Justice, Peace and Reconciliation (3)**

The course seeks to discover the impact of Paul's imprisonment letters on areas of peace, justice and reconciliation. Paul's authentic letters from prison, Philippians and Philemon, will be carefully examined and used as sources of peace and reconciliation in the world. This course will attempt to determine the political and social posture of the apostle and the Church which nourished the memory of him as the prisoner of Christ. (Prerequisite: NTS 301)

**NTS 456 Women in the New Testament (3)**

This course exposes students to the untold stories, silent voices and sacred lives of women in early Christianity. Attention will be devoted to the role women played in offering Christian leadership in the early Church. A secondary concern of the course involves the use to the New Testament as a source for constructing the socio-political role of women in the Christian movement. (Prerequisite: NTS 301)

**NTS 510 Biblical Visions of Love, Justice and Reconciliation (3)**

Using the New Testament as a model for love, justice and reconciliation, this course explores approaches to peacemaking in the 21st century Global Church. The Pauline trajectory of reconciliation forms the basis for this course. (Prerequisite: DMIN 510)

**NTS 511 The Bible and Ministry (2)**

This D. Min. seminar (alternating with HBS 511) engages various contemporary critical approaches to the New Testament, such as conventional historical and literary critical methods, as well as various liberation perspectives, imperial-critical, and postmodern approaches. It provides insights into contemporary scholarly discussions in relation to contemporary ecclesial contexts. (Prerequisite: DMIN 510)

**PASTORAL CARE (PCR)****PCR 301 Introduction to Pastoral Theology and Care (3)**

This course introduces students to theological approaches to pastoral care, theories for interpreting human behavior, and basic skills in parish based pastoral care and counseling. (ACOS)

**PCR 330 Topics in Pastoral Care (1-3)**

This course offers a focused, in-depth exploration of a particular topic pertinent to the practice of pastoral care, such as, grief, crisis intervention, depression, pastoral boundaries, hospital visitation. This course may be repeated for credit when the topic varies. (CEU)

**PCR 331 Ministry in the Midst of Violence (3)**

This course explores theological and theoretical understandings of violence in order to develop ministries of the church to lessen the violence that permeates life in the 21st century. Students will study various types of interpersonal violence, such as shootings, sexual assault, bullying, human trafficking and media violence, and propose ministries that respond to victims and perpetrators of interpersonal violence in ways that are pastorally and theologically supported. While this course does not study war and state violence, it does look at the norms and practices of violence that support violence at all levels, both individual and social.

**PCR 420 Pastoral Psychology (3)**

Pastoral ministry requires an understanding of what makes persons who they are, how they develop psychologically, and what motivates them to behave the way they do. This course explores the intersection of psychological theories, pastoral theology, and the practice of pastoral care. (Prerequisite: PCR 301)

**PCR 440 Feminist/Womanist Pastoral Care (3)**

This course examines the intersection of feminist (including black feminist) and womanist concerns with pastoral theology and care. The class will look at the historical development and key concepts of feminist and womanist thought in the U.S., and explore feminist and womanist sources and methods in pastoral theology and care, including feminist theory as an interpretive lens on human behavior and suffering. (Prerequisite: PCR 301 or THL 301)

**PCR 442 Cultural Dynamics in Pastoral Care (3)**

This course explores the impact of culture on the formation of personhood and on the care of suffering persons. An introduction to cultural theory in conversation with pastoral theology will provide the basis for thinking about the way cultural norms and practices and social institutions impact human lives. The course will also consider the variety of racial and ethnic cultural contexts within the U.S. (Prerequisite: PCR 301, may be taken concurrently)

**PCR 491 Clinical Pastoral Education (3)**

The Association for Clinical Pastoral Education, Inc. (ACPE) is a nationally recognized accrediting agency in the field of clinical pastoral education. ACPE provides education to improve the quality of ministry and pastoral care offered by spiritual caregivers of all faiths using the clinical educational methods of Clinical Pastoral Education (CPE). Degree-seeking students may register for PCR 491 to receive academic credit for a single unit of CPE successfully completed at an ACPE-accredited site. Students must apply directly to an approved site and, upon acceptance, provide proof of admission before registration can be completed at Saint Paul. This course may not be substituted for PCR 301.

**PCR 510 Contextual Pastoral Theology and Care for the Marginalized (3)**

A contextual approach to pastoral care requires a deep analysis of the place and sociocultural environment in which care takes place. A pastoral theology that supports and emerges from contextualized care understands the systemic interconnection of personal, natural, and social, and healing and justice. This course explores contextual pastoral theology and care in relation to issues of health and wholeness for the marginalized. (Prerequisite: DMIN 510)

**PCR 515 Pastoral Theology and Care Perspectives (3)**

Concrete life experience in critical dialogue with theological and social scientific knowledge serves as the basis for pastoral theological construction. This course engages pastoral theologies of health and disease at the intersection of mind/body/spirit and individual/natural/cultural. Students will develop and practice appropriate congregational short- and long-term ministries of care in response to local and global illness and disease. Some of the specific topics may include living with physical and/or mental disability, diseases of poverty, violence against women and children, and the effects of war. (Prerequisite: DMIN 510)

**PRACTICUM (PCM)****PCM 301 Practicum: Spiritual Formation (.5)**

This practicum is a spiritual retreat guided by a ministry practitioner with expertise in spiritual direction and formation. Students will do reading related to diverse approaches to spiritual formation and practice, engage in spiritual practices, and come together for one or two meetings for didactic presentations, spiritual practice, and discussion of what students are experiencing and learning.

**PCM 331 Practicum: Help for Beginning Preachers (.5)**

This practicum will introduce beginning preachers to the basics of sermon preparation and delivery so they might develop good skills early in their ministries. Four stages of preaching will be focal: interpreting the Scriptures and focusing the sermon; brainstorming contemporary stories and connections; crafting a sermon sequence; and embodying the message.

**PCM 340 Practicum: Funerals and Memorial Services (.5)**

This practicum gives students an experience in guiding grieving families through the sacred preparation of funerals and memorial services.

**PCM 341 Practicum: Ministry with Children (.5)**

This course introduces students to best practices in creating and strengthening ministries for children. Children, like most people, seek to feel welcome in the faith community and to serve and feel useful and creative. Students will learn, discuss, question, and experience multiple ways to be appropriately present to children in ministry, as well as different scenarios that might engage children in opportunities for deepening faith.

**PCM 342 Practicum: Leadership Institute and Doctrinal Reflection**

This practicum interacts with the Leadership Institute offered through the Church of the Resurrection. Students experience differing understandings of the mission and nature of the church through assigned readings, peer interactions, and by being participant-observers at the Leadership Institute. The practicum's goals are twofold: for students to deepen their understandings of different positions concerning the ministry and mission of the church; and for students to clarify their own theological positions and practices concerning these matters.

**PCM 351 Practicum: Alternative Christian Community and Social Witness**

This course engages students with Cherith Brook Catholic Worker House in Northeast Kansas City. Students will seek to understand the urban context in which Cherith Brook is located, the intentional Christian community that is Cherith Brook, and its ministry of peace and justice in the larger Northeast community. Students will reflect on the assets and challenges of a diverse community in which poverty and injustice are present and how ministry in that context can be shaped. Students will also reflect on practices of community that can sustain persons and ministries. Finally students will ask how what they have learned might inform community and ministry in their own present or future ministry

**PREACHING (PRE)****PRE 401 Introduction to Preaching (3)**

This course offers theology and practice of proclamation as focused in the role of the preacher, the proclamation of Scripture in worship, and the genre of sermon/homily. Experiences may include written and preached sermons, faculty evaluations and Scriptural exegesis. Two hours will be offered as plenary lectures by regular faculty members. The third hour will be small group practice labs of 5-7 students by faculty (one each) and the adjunct instructors. The first session in fall 2009 will be team-taught. (Prerequisites: MIN 301, HBS 301, NTS 301)

**PRE 430 The Sermon and the Short Story (3)**

The course focuses on the unique relation of the sermon and the short story. Due to their insights into the human condition as well as their economy of words, short stories offer preachers wonderful sermonic possibilities and ideas. Thus, we will seek to explore the ways these stories can inform our preaching, offer ideas for forming our sermons, all in hopes of transforming us and our listeners. (Prerequisite: PRE 401) (CEU)

**PRE 431 Preaching Literary Forms of the New Testament (3)**

This course is an intensive study of the diverse literary forms of the New Testament and the role of such forms in sermon preparation, both hermeneutically and homiletically. The course also considers the ways in which rhetorical critical approaches to New Testament interpretation intersect with the interpretation of the local church context, and thereby influence the preacher's own repertoire of sermon forms. (Prerequisite: PRE 401) (CEU)

**PRE 450 Preaching the Parables of Jesus (3)**

Given the popularity of parables, both in the Synoptic Gospels and the church's preaching, this course will examine the parables of Jesus in order to help students develop a sound approach to preaching from that literary form. In addition to hermeneutical issues associated with the history of interpreting parables, we will consider the homiletical strategies available to preachers today. (Prerequisites: NTS 301, PRE 401) (CEU)

**PRE 501 Rethinking Biblical Preaching (3)**

How one comes at the task of preaching is grounded first in one's theology of preaching. Having examined various homiletical theologies, the course helps students to rethink the use of numerous methodologies for biblical interpretation, especially socio-rhetorical criticism. Lastly, the course helps students to rethink their patterns of sermon preparation and how to recover from burnout.

**SPIRITUAL FORMATION****SFR 301 Spiritual Formation Retreat (.5)**

Spiritual Formation Retreats will nurture spiritual formation through community experience that integrates personal and social holiness. Students and faculty will gather for corporate worship, spiritual practices, and community building centered on a particular theme.

**THEOLOGY (THL)****THL 301 Introduction to Systematic Theology (3)**

This course is an initial exploration of the discipline of theology and the rich dimension of life of the Christian church, for and in which theology serves critical and constructive roles. Readings and lectures cover such areas as theological genres (creeds and statements of faith), theological methods, significant theological thinkers, varying ways of interpreting Christian teachings in relation to the historic doctrinal loci such as authority of the Bible, reason and revelation, Trinity, Jesus as the Christ, human nature/condition, Church, worship and sacraments, death and resurrection. (ACOS, DCN)

**THL 420 Seminar in Theological Studies (1-3)**

This course provides an advanced level investigation of selected figures, movements, and/or issues in Christian theology. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The particular focus for the course is announced prior to registering. This course may be repeated for credit when the topic varies. (Prerequisite: THL 301)

**THL 423 Science, Theology, and Ministry (3)**

This course provides a special opportunity to equip ministers with the information needed to be religious in a scientific age and to be ministers to persons struggling with science issues. Such issues are increasingly at the heart of what it means to be human and to conduct one's life with integrity. The course addresses the mutual relevance of pastoral concerns, science, and Christianity. Part of the course explores how Christianity has influenced the development of science, how science has impacted the content of theology, how Christianity and science are set in cultural context, and how Christianity can engage in interreligious dialogue about science. (Prerequisite: THL 301) (CEU)

**THL 424 Theology in Context (1-3)**

This course provides an examination of selected figures, movements, and/or issues in Christian theology with an eye to the historical, social, and geographical contexts of these theological positions. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The particular topical focus for the course is announced prior to class registration. The course may be repeated for credit when the topic varies. (Prerequisite: THL 301) (CEU)

**THL 430 Doctrines of the Christian Faith (3)**

This is a systematic examination of one or more doctrines of the Christian faith. The doctrine is examined through its historical development and its impact on the development of Christian thought and practice. This course may be repeated for credit when the topic varies. (Prerequisite: THL 301) (DCN)

**THL 431 The Problem of Evil (3)**

In this advanced seminar, participants closely examine a variety of ways in which thinking people have responded to evil. All of them have challenged and contributed to current understanding. The outcome of the reading and discussion is increased awareness and understanding of evil on the part of each participant as they prepare for ministry. (Prerequisite: THL 301) (CEU)

**THL 432 Theological Anthropology (3)**

This course is an exploration of the human person as both subject and object of theological discourse. It includes such themes as self, relation, transcendence, finitude, freedom, and imago Dei. It provides an introduction to theology and theological method. (Prerequisite: THL 301) (ACOS)

**THL 440 Theology of Inter-religious Dialogue (3)**

This seminar will examine current theological scholarship dealing with the theology of religions, and compare them to discern viable theological wisdom for effective inter-religious encounters through dialogue. (Prerequisite: THL 301 and EWR\*) (CEU)

**THL 441 Christian Scripture and Feminist Hermeneutics (3)**

This course is an examination of various approaches to the interpretation of scripture from feminist/womanist perspectives and their contribution to constructive theology. (Prerequisite: THL 301)

**THL 442 Contemporary Evangelical Theology (3)**

This is a comparative study of a number of representative evangelical theologies and their responses to the challenge of Western modernity and post-modernity to historic Christianity. The course introduces students to the historic roots of and theological diversity within contemporary evangelicalism. (Prerequisite: THL 301) (CEU)

**THL 443 Theological Commentary, Feminism, and the Psalms (2)**

This course examines ways that Christians have interpreted the Psalms to understand their way in the world with an eye to how these practices might shape contemporary belief and practice. Study includes the challenges and opportunities of theological commentary on the Psalms, with special attention to work by feminist theologians and biblical scholars. (Prerequisite: THL 301)

**THL 444 Pentecostal and Charismatic Theology (3)**

This course explores the diverse theologies of the Pentecostal and Charismatic movements. Students are introduced to the historic roots and contemporary expressions of these movements through a comparative study of representative theologians. In addition to the various Pentecostal traditions in their cultural and global diversity, the course examines Protestant, Roman Catholic, nondenominational, and “Third Wave” forms of the Charismatic movement. (Prerequisite: THL 301) (CEU)

**THL 446 Liberation Theology in the U.S. (3)**

Informed by literature and social sciences, the survey of liberation theologies establishes particular social, cultural, political, economic, and historical contexts in the United States. The course explores central doctrines of such liberation theologies as black and womanist, Latino/a, Asian American, Native American, feminist, and gay/lesbian theologies. In addition to theological and contextual issues, the course emphasizes the relevance of liberation theologies to constructive approaches to ministry. (Prerequisite: THL 301) (CEU)

**THL 448 Liberation Theology in Global Contexts (3)**

Informed by literature and social sciences, the survey of global liberation theologies establishes particular social, cultural, political, economic, and historical contexts for theology across the world. The course explores central doctrines of liberation theologies in Latin America, Asia, Africa, and the Caribbean. In addition to theological and contextual issues, the course emphasizes the relevance of liberation theologies to constructive approaches to ministry. (Prerequisite: THL 301) (CEU)

**THL 450 Studies in a Selected Theologian (3)**

This course examines the thought and writings of a leading historical or contemporary theologian, such as Augustine, Barth, Bonhoeffer, Bonino, Brunner, Calvin, Cobb, Cone, T. Cranmer, E. S. Fiorenza, G. Gutierrez, E. R. Johnson, Kierkegaard, Luther, McFague, J. Macquarrie, G. Marcel, Moltmann, R. Niebuhr, H.R. Niebuhr, W. Pannenburg, K. Rahner, R. Ruether, Schleiermacher, Soelle, Tillich and H. U. von Balthasar. (Prerequisite: THL (ACOS)

**THL 451 Luther and Theological Anthropology (3)**

This course examines significant themes in Martin Luther’s teachings on the meaning of being human, male and female. Particular focus will be on ways these teachings offer resources for theological anthropology in the twenty-first century. (Prerequisite: THL 301)

**THL 452 Min-Jung Theology and Dalit Theology (3)**

This course introduces to students Asian liberation theologies: Min-Jung theology of Korea and Dalit theology of India. It examines points of convergence and divergence in relation to other liberation perspectives, such as Latin American and feminist theologies. (Prerequisite: THL 301) (CEU)

**THL 460 Prayer and Spirituality (3)**

This course is designed to study the tradition of Christian prayer in terms of its nature, form, style, and role in spirituality and in worship. It will explore new forms, styles, and roles in Christian spirituality as it has been affected by practices of other religions. (Prerequisite: THL 301) (CERT: Spiritual Formation, CEU)

**THL 512 Theology and the Church's Ministry (2)**

This DMin seminar requires the examination and analysis of one's own setting for and practice of ministry for greater theological awareness and theological integrity. It explores the importance and relevance of particular doctrines (e.g., sin, christology, ecclesiology, soteriology) to specific ministerial practices, so as to deepen and broaden the interface of one's theology and tasks of the church's ministry. One's own theological perspective is identified and developed. (Prerequisite: DMIN 510)

**THL 527 Theology and Spirituality in the Wesleyan Tradition (3)**

This DMin seminar examines the theology and practice of John and Charles Wesley with a focus on present implications for ministry and church renewal. A central issue is the relationship between growth in the Christian life and participation in the means of grace. Specific attention is given to holiness of heart and life understood in terms of Christian affections, the nature of grace and its relation to faith and works, faith as an epistemological capacity, the relation of justification to sanctification, and the creational and eschatological framework within which the Christian life is understood. The course examines adherence to a spiritual discipline of participation in such means of grace as prayer, searching the scriptures, the Eucharist, classes and bands, and acts of mercy enabled growth in the Christian life. The goal is to develop a contemporary vision of the Christian life and the communal, liturgical, and devotional contexts that encourage growth in the knowledge of and love of God and neighbor. (Prerequisite: DMIN 510)

**THL 527A Theology and Spirituality in the Wesleyan Tradition (2)**

This DMin Seminar examines the theology and practice of John and Charles Wesley with a focus on present implications for ministry and church renewal. A central issue is the relationship between growth in the Christian life and participation in the means of grace. Specific attention is given to holiness of heart and life understood in terms of Christian affections, the nature of grace and its relation to faith and works, faith as an epistemological capacity, the relation of justification to sanctification, and the creational and eschatological framework within which the Christian life is understood. The course examines adherence to a spiritual discipline of participation in such means of grace as prayer, searching the scriptures, the Eucharist, classes and bands, and acts of mercy enabled growth in the Christian life. The goal is to develop a contemporary vision of the Christian life and the communal, liturgical, and devotional contexts that encourage growth in the knowledge of and love of God and neighbor. (Prerequisite: DMIN 510) (Taught in Korean, this 2-credit course is designed to meet requirements of the Korean Wesleyan Spirituality and Congregational Renewal DMin track)

**THL 570 The Wesleyan Heart of Personal Social Holiness (1)**

As a contemporary theological examination of the heart of Wesleyan spirituality, this course explores the relation between Christian affections or tempers (the terms Wesley used for the inner core of personal motivations and dispositions) and practices of piety, mercy, and prophetic action. This relation will be understood as manifested in the liturgical, communal, and missional contexts within which the Christian life of personal and social holiness is formed and shaped. (Prerequisite: DMIN 510)

**THL 571 Topics in Wesleyan Studies (1)**

This course focuses on a selected topic in the areas of theology, history, or spirituality as it relates to the Wesleyan tradition. When offered, the course is in conjunction with the Wesley Studies Conference held at Saint Paul School of Theology. Students are expected to participate fully in this conference and accompanying class sessions as well as complete pre-conference and post-conference assignments. (Prerequisite: DMIN 510)

## **WORSHIP (WOR)**

### **WOR 220 Choir (0.5)**

This course gives students an opportunity to engage and energize community worship services through the music ministry of the choir. The group meets weekly for rehearsals and is open to singers and instrumentalists of all ages and abilities. Basic singing techniques, church music ministry, and the Holy Spirit's work in worship are a few topics which may be discussed. The choir performs in chapel approximately five times a semester, and for Commencement Convocation in the spring. On days when the ensemble performs, students will be expected to arrive early for warm-ups and a brief run through of music selections. Students may choose to enroll in the course for credit or to attend as a volunteer. Staff and faculty may also participate, if desired. This course is repeatable for credit. A maximum of 3 credit hours may be earned. (Credit/No Credit)

### **WOR 260 Prayer (3)**

A practical course on the leading of public prayer, the relationship of personal to corporate prayer, and topics related to personal prayer practice, healing, specific spiritualities, or teaching prayer.

### **WOR 410 Introduction to Worship and Liturgy (3)**

By definition, Christian worship or liturgy is the work of the people. Thus Christian worship involves the participation of all Christians in the ministries of leading, planning, and reflecting on worship. This course equips ordained and lay leaders for such a ministry by focusing on the following areas: (1) history and theology of the Sunday service and the sacraments in the light of the ecumenical movement for liturgical renewal and reform, (2) review of major liturgical resources, and practice with their use in a variety of settings, (3) development of skills necessary for leading prayer in the Christian assembly, (4) development of models for planning, leading, and reflecting on worship that engage the participation of congregation members. (Prerequisite: MIN 301) (Deacon: Worship and Liturgy)

### **WOR 411 Introduction to Worship: Baptism and Conversion (3)**

This course addresses the basic theology and purpose of worship, and its primary elements, rhythms and structures. History and theology of the Sunday service, church year, and sacraments will be covered in light of the ecumenical movement for liturgical renewal and reform. The course's focus will be on theology, history, and practice of Christian initiation and its relationship to conversion. (Prerequisite: MIN 301) (CEU, DCN)

### **WOR 412 Introduction to Worship: Dining in the Kingdom (3)**

Introduction to Worship invites study of the purpose, theology and practice of worship as a gift from God and an offering of the Church –including sacred time, sacred space, Sunday worship, and sacraments (ordinances). This course will focus on Holy Communion (theology and practice) in its relationship to union with Christ, the nurture of Christians, and the feeding of the world. (Prerequisite: MIN 301) (CEU, DCN)

### **WOR 413 Introduction to Worship: The Practice of Worship Leadership (3)**

This course equips ordained and lay leaders for a ministry of leading, planning, and reflecting on worship by focusing on the following areas: 1) history and theology of the Sunday service and the sacraments in the light of the ecumenical movement for liturgical renewal and reform; 2) review of major liturgical resources, and practice with their use in a variety of settings; 3) development of skills necessary for leading prayer in the Christian assembly; 4) development of models for planning, leading, and reflecting on worship that engage the participation of congregation members. (Prerequisite: MIN 301)

**WOR 414 Introduction to Worship: History and Theology (3)**

This basic worship course will prepare the student to understand theologies and histories of worship forms and to articulate their own theology of worship in relation to these. Additionally, students will obtain understanding of and skills for current worship practice. To this end, the class will be a combination of lecture, discussion and experiential practicum.

**WOR 420 Sacramental Theology (3)**

This course is a historical and denominational sketch of theologies of Christian initiation and Eucharist, focusing on selected authors from the New Testament to the 21st century. Attention will be given to the relationship of symbol and practice to embodied theology. The "sacramentality" of other actions (e.g., preaching, foot-washing, weddings, funerals) will be explored. (Prerequisite: WOR 41\*)

**WOR 430 Christian Ritualizing and the Baptismal Process (3)**

This course asks the question: How can pastors support the baptized in their Christian life through creative liturgy and ritualization? Theologies of baptism and the baptismal life will be explored. Principles of Christian ritualization will be addressed from studies of ritual and rites of passage. The class will engage in generating rites to enable growth and healing. Doctoral students may enroll to do additional work in this field. (Prerequisite: WOR 411) (ACOS)

**WOR 432 Embodying Forgiveness and Reconciliation (3)**

This course brings to awareness church understandings of sin and forgiveness/reconciliation and practices in relationship to worship. Engaging received tradition (e.g., sacraments, ordinances, hymnody) as well as creative practices, students will work with personal and corporate sin, repentance, forgiveness, and amendment of life, and the (sacramental) role of embodying and enabling these processes. (Prerequisites: WOR 4\*, HTS 301, HST 302, THL 301)

**WOR 501 The Worshiping Church (3)**

Worship is the portal through which visitors find a spiritual home, members grow to greater discipleship and the whole congregation is inspired to "go and do likewise" in the world. The need is great for vital worship at the epicenter of congregational life. This course will explore the depths of spirituality, excellence of practice in sensory-rich communication and intentional preparation needed by leaders of the 21st century church for worship that revitalizes congregations. Prerequisite: Admission to the DMin program.

*Additional projected courses can be found online at [www.spst.edu](http://www.spst.edu).*

## APPENDIX

### Medical Services

For information about other services in the Saint Paul area, see the *Saint Paul School of Theology Neighborhood Guide*, available from the Dean of Students.

#### GREATER KANSAS CITY CAMPUS

##### Hospitals:

**Children's Mercy Hospital**

Leawood, KS 66211  
(913) 696-5700

**Children's Mercy South**

5808 W 110th St, Overland Park, KS 0.9 mi W  
(913) 696-8000 [www.childrensmercy.org](http://www.childrensmercy.org)

**Kansas University Medical Center**

10777 Nall Ave, Overland Park, KS 0.7 mi W  
(913) 588-6200 [www.kumc.edu](http://www.kumc.edu)

**Ku MedWest Urgent Care**

7405 Renner Rd, Shawnee, KS  
(913) 588-1227 [www.kumed.com](http://www.kumed.com)

**Shawnee Mission Urgent Care**

9040 Quivira Rd, Lenexa, KS  
(913) 888-1151 [www.shawneemission.org](http://www.shawneemission.org)

**Johnson County Health Department**

11875 S. Sunset Drive, Suite 300 Olathe, KS 66061  
or  
6000 Lamar Ave., Suite 140 Mission, KS 66202  
(913) 826-1200 <http://health.jocogov.org>  
(Home visiting/health maintenance and education for the elderly.)

**Menorah Medical Center**

5721 W. 119th St. Overland Park, KS 66209  
(913) 498-6000  
[www.menorahmedicalcenter.com](http://www.menorahmedicalcenter.com)

**Olathe Medical Center**

20333 W. 151st St. Olathe, KS 66061  
(913) 791-4200 [www.olathehealth.org](http://www.olathehealth.org)

**Overland Park Regional Medical Center**

10500 Quivira Road Overland Park, KS 66215  
(913) 541-5000 [www.oprhc.com](http://www.oprhc.com)

**Providence Medical Center**

8929 Parallel Parkway Kansas City, KS 66112  
(913) 596-4000 [www.providence-health.org](http://www.providence-health.org)

**Shawnee Mission Medical Center**

9100 W. 74th St. Shawnee Mission, KS 66204  
(913) 676-2000 [www.shawneemission.org](http://www.shawneemission.org)

**St. Joseph Medical Center**

1000 Carondelet Drive Kansas City, MO 64114  
(816) 942-4400 [www.carondelethealth.org](http://www.carondelethealth.org)

**St. Luke's Hospital**

4401 Wornall Road Kansas City, MO 64111  
(816) 932-2000 [www.saintlukeshealthsystem.org](http://www.saintlukeshealthsystem.org)

**St. Luke's South**

12300 Metcalf Ave. Overland Park, KS 66213  
(913) 317-7000 [www.saintlukeshealthsystem.org](http://www.saintlukeshealthsystem.org)

**University of Kansas Medical Center**

3901 Rainbow Blvd. Kansas City, KS 66160  
(913) 588-5000 [www.kumc.edu](http://www.kumc.edu)

**Physicians and Clinics:**

If you are looking for a doctor, we suggest that you either:  
a) Talk with other students or members of the seminary community to learn about medical personnel or  
b) Follow the links below:  
<http://www.kumed.com/find-doctor>  
<http://www.healthgrades.com/provider-search-directory>  
In addition, the following places provide health care on a sliding scale based on the ability to pay:  
<http://www.freemedicalsearch.org/>  
<http://www.needymeds.org/>  
[http://freeclinicdirectory.org/kansas\\_care.html](http://freeclinicdirectory.org/kansas_care.html)

**KS Shawnee Clinic**  
5817 Nieman Road Shawnee, KS 66203  
(913) 248-9965  
It is our mission to provide healthcare to the underserved and uninsured of our community and world through Christian service.  
Call for clinic hours. Not open on weekends or Mondays.

Clinic services provided:  
Primary Family Care  
Full laboratory and Immunizations  
Vaccines for children’s program  
Acute and Chronic care  
Preventative healthcare and education  
Specialty care includes pediatrics, asthma/allergy and diabetes management

<p><b>Kansas City Free Eye Clinic</b> 705 Virginia Avenue Kansas City, MO</p> <p>Please note that this is not a walk-in clinic. Please check <a href="#">eligibility</a> requirements to make an appointment. Because of the demand for quality eye care and limited resources, The Kansas City Free Eye Clinic can only examine those who need free care.</p> <p>Currently The Kansas City Free Eye Clinic can examine uninsured adult patients from the Jackson County, MO area. Please refer children to the eye clinic at Children’s Mercy Hospital.</p> <p><i>Founded in 2008, The Kansas City Free Eye Clinic provides accessible eye care to Kansas City’s uninsured and underinsured. The first of its kind locally, the Eye Clinic is a nexus between concerned health professionals, organizers, and patients in the community. The aim is to provide a broad range of vision services such as refractory correction, cataract removal, and glaucoma treatment. The Kansas City Free Eye Clinic complements the numerous free health clinics in Kansas City.</i></p>	<p><u>One of each of the following needed:</u></p> <ul style="list-style-type: none"> <li>• <i>Photo Identification</i></li> <li>• <i>Residency:</i> Proof of address no more than 30 days old (ex: utility bills, cell phone bills, bank statements) Shelter letter if staying at shelter</li> <li>• <i>Income:</i> Proof of income (ex: paycheck stub, social security award letter, unemployment benefit letter) No income — notarized letter including address and phone number signed by supporting person</li> </ul> <p>If you meet this criteria, please <a href="#">contact us</a> to be placed on our list and you will be notified before the next clinic.</p> <p><i>As an entirely college student-run organization, Kansas City Free Eye Clinic operates on generous donations of time and money of those in the Kansas City area.</i></p>
<p><b>Mercy and Truth Shawnee Clinic</b> 5817 Nieman Road Shawnee, KS 66203 (913) 248-9965 <a href="http://www.mercyandtruth.com/shawnee-clinic">http://www.mercyandtruth.com/shawnee-clinic</a></p>	<p>(Health services on a sliding-scale fee basis.)</p>
<p><b>Health Partnership Clinics</b> 7171 W. 95th St., Suite 100 Overland Park, KS 66212 (913) 648-2266 or 807 S. Clairborne Road Olathe, KS 66062 (913) 393-9921 <a href="http://www.kspca.org">www.kspca.org</a></p>	<p>(Health service clinics for uninsured low-income patients. Appointments only.)</p>

<p><b>Health Partnership Clinic of Johnson County</b>  Olathe 407 S Clairborne Rd Ste. 104  Olathe KS 66062  (913) 648-2266  <a href="http://hpcjc.org/">http://hpcjc.org/</a></p>	<p><i>Accepts:</i> Uninsured Only  <i>Income:</i> Low Income  <i>Fees:</i> Free/No fee Languages  <i>Spoken:</i> English, Spanish  <i>Services:</i> Women's Health Services, Specialist medical services, Primary Care, Pharmacy Services  <i>Hours:</i> Call for hours  <i>Service Area:</i> Olathe Area</p>
<p><b>Health Partnership Clinic of Johnson County</b>  Overland Park 7171 West 95th St. Ste. 100  Overland Park KS 66212  (913) 648-2266  <a href="http://hpcjc.org/">http://hpcjc.org/</a></p>	<p><i>Accepts:</i> Uninsured Only  <i>Income:</i> Low Income  <i>Services:</i> Medical Services, Dental Services  <i>Fees:</i> Free/No fee  <i>Languages Spoken:</i> English  <i>Hours:</i> Call for hours  <i>Service Area:</i> Johnson County</p>
<p><i>In addition to the above resources, the <b>United Way 211</b> number can help connect persons to a variety of resources, according to their need.</i></p>	
<p><b>Counseling:</b></p>	
<p>Several options are available for counseling for students and their families. These options are intended to provide effective and economical resources for those who choose to take advantage of them. Below is a list of some of those who have been approved for subsidy. Persons desiring information about a particular counselor or information to help in choosing a counselor are welcome to talk with the Dean of Students or visit with other students about counselors who have been useful for them.</p> <ol style="list-style-type: none"> <li>1. The seminary subsidizes counseling for master's students for up to four sessions per academic year. Students make their own arrangements with the counselor and bills can be submitted to the seminary.</li> <li>2. Students who are related to the Missouri Conference may be eligible for subsidies for counseling. Arrangements are made through the Reverend Sally Schwab or Reverend Jackie Thomas, Spiritual Health Services, (816) 271-6040. Students who are related to the Kansas East Conference may also be eligible for subsidies for counseling. The contact person is the Reverend Randy Quinn, Hiawatha First United Methodist Church, (785) 742-7434. Records are completely confidential. Other students should contact their judicatories for possible access to affordable counseling services.</li> <li>3. Counseling at a reduced cost is available through the University of Missouri at Kansas City (UMKC) Community Counseling Services, (816) 235-2725. Counseling is done by graduate students who are under careful supervision. Some students have found this a very valuable resource.</li> </ol>	
<p><b>Agencies that Provide Counseling on a Sliding Scale for Residents:</b></p>	
<p><b>Johnson County Mental Health Center</b>  6000 Lamar Ave., Suite 130 Mission, KS 66202  (913) 831-2550  <a href="http://mentalhealth.jocogov.org">http://mentalhealth.jocogov.org</a>  Serves Johnson County, KS</p>	<p><b>Friends University – Center on Family Living</b>  Pine Ridge Business Park, 8207 Melrose Drive, Suite 200, Lenexa, Kansas 66214  (913) 233-8705 <a href="http://www.friends.edu/center-family-living">http://www.friends.edu/center-family-living</a>  <i>Fees:</i> Sliding scale (often ranges \$5-10)</p>

<p><b>MidAmerica Nazarene University - Community Counseling Center</b> 14201 S. Mur-Len, Suite 201, Olathe, Kansas 66062 (913) 971.3733 <a href="http://www.mnu.edu/ccptc">http://www.mnu.edu/ccptc</a> Fees: Sliding scale</p>	<p><b>KU Psychological Clinic</b> University of Kansas, Fraser Hall, Room 340, Lawrence, Kansas 66045 *inquire about parking (785) 864.4121 <a href="http://www.psych.ku.edu/psych_clinic/clinic/overview.shtml">http://www.psych.ku.edu/psych_clinic/clinic/overview.shtml</a> Fees: sliding fee scale depending on the individual's income and number of dependents . . . The benchmark fee is \$48 per 50- minute session, but in recent years, the average fee has been between \$10-15. To qualify for fees below the \$48.00 benchmark, individuals are expected to provide some proof of income.</p>
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<b>Counselors Approved for the Saint Paul Subsidy for Counseling:</b>	
<p><b>Elizabeth Campbell, Ph.D.</b> Center Point Counseling and Recovery 3200 Somerset Prairie Village, KS 66206 (913) 652-3335</p>	<p><b>Elizabeth Kingsley, Ph.D.</b> Psychotherapy Associates LLC 1 Ward Parkway, Suite 107 Kansas City, MO 64112 (816) 756-1722 Specializes in marriage counseling and clergy issues</p>
<p><b>Deborah Garnett, RN, Ph.D.</b> 9221 Ward Parkway Annex, Suite 430 Kansas City, MO 64114 (816) 444-5511, ext. 105 Specializes in addiction, co-dependency, and grief issues</p>	<p><b>Paige Stanfield-Myers</b> Institute on Life Transition Box 804 Lee's Summit, MO 64063 (816) 419-146 <a href="mailto:Stanfield-myers@hotmail.com">Stanfield-myers@hotmail.com</a></p>
<p><b>Cynthia K. Hill, Ph.D.</b> Licensed Psychologist 3720 S. Arrowhead, Suite 205, Independence, MO 64057 (816) 795-9292 <a href="http://www.cynthiakhillphd.net">http://www.cynthiakhillphd.net</a></p>	<p><b>Karen Willing Hutchinson &amp; Associates</b> 222 West Gregory Kansas City, MO 64114 (816) 361-0664 x210 <a href="http://www.hutchinsonpsychology.com">http://www.hutchinsonpsychology.com</a></p>
<p><b>David Ehum, Ph.D.</b> 4700 Belleview, Suite 212 Kansas City, MO 64112 (816) 756-1227</p>	<p><b>Rev. Dr. Dorothy Smith</b> 5222 N. Manchester Ave. Kansas City, MO 64119 (816) 769-2941 <a href="mailto:dsmith3@juno.com">dsmith3@juno.com</a> <a href="http://www.sonrisesonset.net/">http://www.sonrisesonset.net/</a> Specializes in spiritual direction &amp; pastoral counseling</p>
<p><b>Christina Lenon Counseling Services</b> 8080 Ward Parkway, Suite 140 Kansas City MO 64111 Voice/Fax (816) 561-0540 Mobile (816) 289-8765 <a href="http://www.KC-Counseling.com">www.KC-Counseling.com</a> <a href="http://www.midwestministry.org/kansascity.html">http://www.midwestministry.org/kansascity.html</a> Specializes in career counseling &amp; spiritual direction</p>	
<p><b>Drug and Alcohol Abuse Counseling and Treatment</b> <i>(affirmed by Board of Trustees, October, 2007)</i></p> <p>Students may find appropriate counseling and treatment resources through the referral program of the Kansas City chapter of the National Council on Alcoholism and Drug Dependence, 633 E. 63rd St., Kansas City, Missouri, 64110; (816) 361-5900.</p>	

## OKLAHOMA CITY CAMPUS

### **Hospitals:**

#### **Saint Anthony Hospital**

1000 N. Lee Oklahoma City, OK  
(405) 272-7000

#### **Presbyterian Hospital**

700 N.E. 13<sup>th</sup> Oklahoma City, OK  
(405) 271-5100

#### **Deaconess Hospital**

5501 N. Portland Oklahoma City, OK  
(405) 604-6000

#### **OU Medical Center Hospital**

940 N.E. 13<sup>th</sup> Oklahoma City, OK  
(405) 271-3600

#### **Baptist Integris Medical Center**

3300 N.W. Expressway Oklahoma City, OK  
(405) 949-3011

#### **Mercy Health Center**

4300 W. Memorial Rd. Oklahoma City, OK  
(405) 755-1515

### **OCU Student Health Center:**

OCU's Student Health Center is available for all KC Saint Paul students to use. The Center provides an Advanced Registered Nurse Practitioner and Registered Nurses to assist students with primary healthcare needs. For more information see <http://www.okcu.edu/students/studenthealth/index.aspx>.

Fall and spring hours: Monday - Friday 8:00 am - Noon and 1:00 pm - 5:00 pm Walk-In Hours are 8:30 am - 11:15 and 1:00 pm - 4:15 pm

Appointments are required for the Nurse Practitioner. Walk-ins will see the Nurse on a first-come, first-served basis. Appointments are recommended to cut down on wait time and to ensure you see the correct provider. Same day appointments are almost always available if you call before Noon.

#### Immunizations

All students, including seminary students, are required by Oklahoma statute to provide documentation of having the following vaccinations:

- Hepatitis B - a series of two injections given over a six-month period.
- MMR (Measles, Mumps, Rubella) - usually given to children before elementary school.

There are two injections.

All students living in the dorms (regardless of year of study) are encouraged to get the Meningococcal vaccination as well. The meningitis vaccine is available for purchase by appointment only in the Student Health Clinic.

#### What Can Students Who Don't Have The Required Immunizations Do?

The Student Health clinic can provide the immunizations required for a fee. Vaccines are also available free of charge in some situations, or at a lower cost, at the local Oklahoma City/County Health Department. Outside of Oklahoma, most state or city health departments offer clinics to provide low-cost vaccination.

#### Automated External Defibrillators

Automated External Defibrillators (AED) are located in many buildings on campus. The Chapel AED is located in the upstairs southwest corner between the Chapel offices and the Saint Paul offices. CPR classes including training in the use of AEDs are provided periodically by the Student Health Center.



**Counseling:**

The OCU Personal Counseling Services are available to OKC Saint Paul students. Several options are available.

The mission of Personal Counseling Services is to enhance emotional development and maximize students' problem solving and decision making capabilities. The goal of Personal Counseling Services is to support students in making confident, effective and satisfying life choices. In accordance with this mission the office acts to support and enhance the personal, social and intellectual functioning of Oklahoma City University students. Resources provided include a broad spectrum of remedial, preventive and psychodynamic services. For more information contact Brandi Gibson, LMFT at (405) 208-7902 or [bgibson@okcu.edu](mailto:bgibson@okcu.edu) or see [www.okcu.edu/students/counseling/](http://www.okcu.edu/students/counseling/). The counselor is available for appointments Monday through Friday, from 9:00 a.m. to 5:00 p.m. in Walker Hall.

The options below are intended to provide effective and economical resources for those who choose to take advantage of them. Persons desiring information about a particular counselor or information to help in choosing a counselor are welcome to talk with the Associate Dean and Associate Director of Contextual Education (OKC) or visit with students about counselors who have been useful for them.

This following list does not represent an endorsement or recommendation of these counselors and physicians. Counselor choice is solely the student's responsibility.

<b>Crisis Center</b> 1200 NE 13 <sup>th</sup> Oklahoma City, OK (405) 522-8100	<b>Disordered Eating Center of Central Oklahoma</b> 1225 W. Main, Suite 102 Norman, OK 73069 (405) 292-1000
<b>YWCA</b> (Free) Rape Crisis (405) 943-7273 (Free) Domestic Crisis (405) 917-9922	<b>Sunbeam Family Services</b> 616 NW 21st Street Oklahoma City, OK (405) 528-7721 -- sliding fee scale

**Drug and Alcohol Abuse Counseling and Treatment:**

This list does not represent an endorsement or recommendation of counselors and physicians by Oklahoma City University. Counselor choice is solely the student's responsibility.

<b>Day Treatment: COPE, Inc. (OKC)</b> 2701 N Oklahoma Ave. Oklahoma City, OK 73105 (405) 528-8686 Sliding fee scale for patients without insurance	<b>First Step (Moore)</b> 12511 S. Sooner Rd. Oklahoma City, OK 73165 (405) 794-2834
<b>Inpatient: DRI (OKC)</b> 1501 NE 11th Street Oklahoma City, OK 73117 (405) 424-4347	<b>NADTC Norman Alcohol and Drug Treatment Center</b> 900 E. Main Street Norman, OK 73071 (405) 573-6624
<b>The Referral Center (OKC)</b> 1215 NW 25th Street Oklahoma City, OK 73106 (405) 525-2525 57-day detox center that accepts patients w/out insurance.	<b>Vantage Point (Turner Falls/Davis Area)</b> 2530 S. Commerce Street Ardmore, OK 73401 (800) 522-1090 or (580) 226-5048 One of the best inpatient facilities, but expensive

## Inclusive Language Suggestions

(Reviewed in 2001 by the Affirmative Action Committee, then Diversity and Equity Committee, now Intercultural Concerns Committee)

Situation/Examples of Common Usage	An Alternative Usage	Comments
Using different language at Saint Paul than we might use when in the church or parish.	<ul style="list-style-type: none"> <li>• Use Saint Paul as a testing ground for developing ministry relationships and behaviors that will enhance present and future pastoral/ministry roles.</li> </ul>	Modeling in our common life at Saint Paul the kind of language that reflects the Christian love we seek to develop in our congregations.
Titles, descriptions, generalizations, and stereotypes, i.e., Liberals, Fundies, Conservatives, Moderates, Aggies, Pollocks, and words or jokes that are offensive to persons of another gender, sexual orientation, race, ethnic	<ul style="list-style-type: none"> <li>• Avoid jokes, stories, titles, or generalizations that make persons the object of ridicule or laughter. Choose, rather, to discover and honor what groups of persons prefer to be called. Remember that a person's name is almost always appropriate.</li> </ul>	If you are offended by language others in the community have used, it is appropriate to speak assertively to those persons, without attacking, and inform them of how and why the language used was offensive to you.
Suspicion of persons who are of a different race, nationality, ethnic group, geographical region, religious affiliation, or theological perspective. Sometimes attributing beliefs and attitudes to them that are unfounded.	<ul style="list-style-type: none"> <li>• Engage persons whose life experiences, faith, or belief systems are different from your own in dialogue. Learn and respect the differences and similarities of each other's belief systems.</li> </ul>	Only use generalizations and attributions to help you formulate questions. Avoid drawing conclusions on the basis of stereotypes. Rather, draw conclusions from information acquired from dialogue and discussion.
Traditional practice of using the male gender as the generic designation for persons when gender is unknown or in reference to groups of persons that include both males and females.	<ul style="list-style-type: none"> <li>• Instead of <i>Man, Mankind</i>, try <i>Person(s), One, Humans, Human Beings, People, Humanity, Everyone, All, Us, We (Women and Men)</i>.</li> <li>• Instead of <i>Forefathers</i>, try <i>Ancestors, Forebears (Foremothers and Forefathers)</i>.</li> <li>• Instead of <i>He, Him</i> try changing the sentence to plural or use <i>She/He</i> or <i>Him/Her</i> (alternating).</li> <li>• Instead of <i>Brother(s)</i>, try <i>Neighbor(s), Friends, or Sisters and Brothers</i>.</li> <li>• Instead of <i>Man's Achievements</i>, try <i>Human Achievements</i>.</li> <li>• Instead of <i>Grow to Manhood</i>, try <i>Grow to Adulthood</i>.</li> </ul>	Of course, when the reference is to a group where all are of the same gender the gender-specific designation is appropriate. When the reference is to a person whose gender is known, the gender-specific pronoun is appropriate. In other circumstances the appropriate action is to find an appropriate inclusive word or phrase to use.

<p>When persons are linked together in marriage or on the same staff the male-gender designation is often given prominence and the female allocated a secondary one.</p>	<ul style="list-style-type: none"> <li>• Instead of <i>Man and Wife</i>, try <i>Husband and Wife</i>.</li> <li>• Instead of referring to a couple as <i>Mr. and Mrs. John Doe</i>, try <i>Mr. John and Mrs. Jane Doe</i>; or <i>M/M Jane and John Doe</i>; or if the wife is retaining her legal name prior to marriage, try <i>M/M Jane Smith and John Doe</i>.</li> <li>• Instead of beginning a general letter to ministers in a conference as <i>Gentlemen</i>, use <i>Ministers</i> or <i>Men and Women</i> or <i>Pastors</i> or <i>Church Leaders</i>, etc. When referring to a couple where one has a doctorate and the other does not, use <i>Mr. Ralph and Dr. Elizabeth Smith</i>.</li> </ul>	
<p>When referring to ministers, law-makers, or other officials the male ending of a word is commonly used, i.e., ClergyMan, policeMen, CongressMan, fireMan, etc.</p>	<ul style="list-style-type: none"> <li>• Instead of <i>Clergyman</i>, use <i>Clergy</i> or <i>Clergyperson</i>.</li> <li>• Instead of <i>Chairman</i>, use <i>Chair</i> or <i>Chairperson</i>.</li> <li>• Instead of <i>Congressman</i>, use <i>Representative</i> or <i>Congressperson</i>.</li> <li>• Instead of <i>Policeman</i>, use <i>Police Officer</i>.</li> <li>• Instead of <i>Firemen</i>, use <i>Fire Fighter</i>.</li> </ul>	
<p>In an attempt to move away from sexist language some use terms like Chairperson or Clergy Person to refer to females and Chairman or Clergyman to refer to males.</p>	<ul style="list-style-type: none"> <li>• Instead of using a sexist word, try using word such as Chairperson or Clergyperson, etc. to refer to persons of both genders.</li> </ul>	<p>Be consistent in the use of inclusive and nonsexist language.</p>

<p>Traditionally terms used in worship and in Scripture for God are exclusively male in gender. A thorough analysis of Biblical texts reveals that metaphors and names for God include male and female images. Speaking of God as only male or female limits God to human traditions. Many feel that words such as He and Father are inadequate to describe all of God's qualities as God relates to human beings. Some words that have been traditionally used to show honor and respect for God's authority may be exclusive rather than inclusive, i.e., King, Lord, Master.</p>	<ul style="list-style-type: none"> <li>• Instead of using <i>He</i> or <i>She</i>, use <b>God</b>. Example: "When God created the heavens and the earth, God looked at what God had done and said..."</li> <li>• Instead of <i>The Heavenly Father</i> some use <i>The Heavenly Parent</i> or <i>Mother/Father</i>.</li> <li>• Instead of <i>King</i>, some use <i>Sovereign</i></li> <li>• Instead of <i>King of Kings</i> and <i>Lord of Lords</i>, some use <i>Sovereign of Sovereigns</i> and <i>Ruler of Rulers</i>.</li> <li>• Instead of the term <i>Lord God</i>, some use an English transliteration of the Hebrew word for God:</li> </ul>	<p>While this may not be good sentence construction, it avoids the gender-specific problem. This maintains the warmth of the relationship while avoiding the gender-specific problem.</p> <p>A Sovereign can be a male or a female. A Sovereign and/or a Ruler can be a male or a female. This shows respect for God while avoiding the gender bias in an English-speaking culture.</p>
<p>Some (female and male) come to seminary with sensitivity to abuses that have been perpetrated by male authority figures in both secular and religious settings. They are offended by the use of male authority images and metaphors such as Lord, Father, King, etc., in worship.</p> <p>Others (female and male) come from traditions and personal life experiences where their own fathers, etc. as well as God the Father is perceived to be loving, kind, strong, warm and caring. They resent not being able to refer to God as their Father.</p>	<ul style="list-style-type: none"> <li>• Instead of ignoring or criticizing these persons, try to practice the principle, "<i>Seek First To Understand, Then Seek To Be Understood.</i>"</li> <li>• Instead of confrontation follow the Scriptural admonition in Romans 12:10 "Be kindly affectionate to one another with [sisterly/brotherly] love, in honor giving preference to one another."</li> </ul>	<p>Respect for each other's traditions, experiences and beliefs does not necessarily mean that you agree with them.</p>

<p>Most of the printed pictures of the women and men in the Bible tend to be of Caucasian or White persons. In reality, a search of the Scriptures reveals that there are no Caucasians listed among the major characters in the Hebrew Scriptures or the New Testament. They were all non-white.</p>	<ul style="list-style-type: none"> <li>• Instead of thinking of Jesus and other biblical characters as exclusively white, Caucasian, Western Europeans, consider the fact that <i>God is the God of all Races and Nationalities and that the Message of the Gospel is for all Persons of all Skin Colors and Geographic Locations.</i></li> </ul>	
<p>Racial strife appears to be a common experience in many if not most communities in the United States. The conflict appears to be multifaceted. Persons of all skin colors testify to being the objects of discrimination.</p>	<ul style="list-style-type: none"> <li>• Instead of ignoring the problem or hoping that it will go away, try to learn as much as possible about how Racism is experienced by the various groups, especially by African-Americans, and join others in the community who are trying to deal with their own racist attitudes and behaviors, while seeking for a way to reconcile the differences between the races.</li> <li>• Instead of using colors to describe something as good or bad (black or red as bad or white as good) look for an alternative word that accomplishes the same objective.</li> </ul>	<p>Acquiring knowledge and understanding of the situation and making an intentional effort to bridge gaps can be spiritually, emotionally, and socially rewarding.</p>
<p>“Geezer bashing” seems to be a growing problem in the United States. Some have branded programs like Social Security and Medicare as “Geezerfare.” Older persons, regardless of race or gender, are often targets for discrimination and prejudice, even in the church. Mainline and other major denominations are “graying.”</p>	<ul style="list-style-type: none"> <li>• Instead of <i>Elderly</i> try <i>Older Person</i> or <i>Senior Adult</i>.</li> <li>• Instead of <i>Little Old Man</i> or <i>Woman</i> try <i>Older Men</i> or <i>Older Women</i> or practice calling persons by their names without using a qualifying adjective.</li> </ul>	
<p>In most communities there will be persons with some form of disability. They are like everyone else—except they happen to have a disability.</p>	<ul style="list-style-type: none"> <li>• Instead of saying the disabled, try saying People with Disabilities.</li> <li>• Instead of using derogatory descriptive words such as mute or dumb, slow, crazy or insane, etc. refer to the specific disability as a condition not as a personality trait.</li> </ul>	

## 2014-2015 ACADEMIC CALENDAR

<b>Fall Term 2014</b>	
Last day to pay or make arrangements for fall term	August 15
OKC Commencement	August 22
Fall 2014 Term Begins	August 25
Opening Convocation (Kansas City)	August 26
Labor Day (no classes, offices closed)	September 1
Opening Convocation (Oklahoma City)	September 2
Fall 2014 Drop/Add Deadline (no penalty)	September 9
Returning Student Spring/Summer 2015 Registration Opens	October 6
Fall Reading Week	October 13-17
Summer DMin Grades Posted	October 10
Board of Trustees Meeting	October 13-14
Non-Degree, Auditor, CEU, Cross Registration Opens	October 20
Winter 2015 Syllabi Posted on Moodle	October 31
Winter 2015 Term and At-Home Study Begins	November 17
Makeup Day for Labor Day (Monday classes meet)	November 24
Thanksgiving Break (no classes)	November 25-28
Thanksgiving Break (offices closed)	November 27-28
Winter 2015 Drop/Add Deadline (no penalty)	December 1
Fall 2014 Term Ends	December 19
Christmas/New Year Break (no classes)	December 22-January 1
Christmas/New Year Break (offices closed)	December 24-January 1
Fall 2013 Grades Posted	January 9
<b>Winter Term 2014-2015</b>	
Last day to pay or make arrangements for term	December 19
Winter 2015 On-Campus Classes Begin	January 5
Martin Luther King, Jr., Holiday (no classes, offices closed)	January 19
Winter 2015 Term On-Campus Session Ends	January 23
New Student Orientation	January 24
Winter 2015 Grades Posted	February 23 (master's); March 23 (doctoral)

### Spring Term 2015

Last day to pay or make arrangements for term	January 16
Spring 2015 Term Begins	January 26
Spring 2015 Drop/Add Deadline (no penalty)	February 9
Returning Student Fall/Winter 2015-2016 Registration Opens	March 9
Spring Reading Week	March 16-20
Non-Degree, Auditor, CEU, Cross Registration Opens	March 23
Summer 2015 Syllabi Posted on Moodle	March 26
Snow make-up days	March 30-31 (part of Easter Break if not needed to make up classes)
Easter Break (no classes)	April 1-3
Easter Break (offices closed)	April 2-3
Board of Trustees Meeting	April 7-8
Summer 2015 Term and At-Home Study Begins	April 20
Summer 2015 Drop/Add Deadline (no penalty)	May 4
Spring 2015 Graduates' Grades Due to Registrar	May 18
Spring 2015 Term Ends	May 22
Commencement (Kansas City)	May 22
Spring 2015 Grades Due to Registrar	June 19 (master's), July 17 (doctoral)

### Summer Term 2015

Last day to pay or make arrangements for term	June 19
Independence Day observed (no classes, offices closed)	July 3
Summer 2015 On-Campus Session Begins	June 29
Summer 2015 Term Ends	August 14
Summer 2015 OKC Graduates' Grades Due to Registrar	August 18
Summer grades due to Registrar	September 12 (master's courses), October 10 (doctoral)